DOCUMENT RESUME

ED 069 346 24 PS 005 929

| | |
|---|---|
| AUTHOR | Blanton, William E. |
| TITLE | Preschool Reading Instruction: A Literature Search, Evaluation, and Interpretation. Final Report. |
| INSTITUTION | Indiana Univ., Bloomington. |
| SPONS AGENCY | National Center for Educational Communication (DHEW/OE), Washington, D.C. |
| BUREAU NO | BR-1-0228 |
| PUB DATE | Jun 72 |
| GRANT | OEG-0-71-1914(508) |
| NOTE | 240p.; Volume II |
| EDRS PRICE | MF-$0.65 HC-$9.87 |
| DESCRIPTORS | Early Childhood Education; *Preschool Learning; Reading Material Selection; *Reading Readiness; Teacher Aides; *Teaching Guides; *Visual Learning |

ABSTRACT

This report, Vol. II of three interpretive manuscripts, presents Information For The Teacher, a review of literature on preschool reading instruction, along with suggestions and materials for teaching preschool reading. A skills checklist is provided and the educational television program, Sesame Street, is evaluated, since the effectiveness of this medium has been both praised and questioned. Reading readiness and motivation are discussed. The latter portion of this report offers three Appendices: Appendix A is a Guide to Materials for Prereading Instruction, Appendix B lists Publishers of Reading Materials, and Appendix C is a Reference List of Books for Preschool Children. (For related documents, see PS 005 928 and PS 005 930.) (Author/RG)

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PA-24
BR-1-0228

ED 069346

Final Report

Project No. OE605706
Grant No. OEG-0-71-1914(508)

VOLUME II OF III

# PRESCHOOL READING INSTRUCTION: A LITERATURE SEARCH, EVALUATION, AND INTERPRETATION

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Bloomington, Indiana
June, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education positions or policy.

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VOLUME II

# PRESCHOOL READING INSTRUCTION: INFORMATION FOR THE TEACHER

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# CHAPTER 1

## ORIGINS OF PRESCHOOL READING INSTRUCTION

During the past decade school teachers and administrators have been faced with the problem of reassessing the emphasis placed on the preschool education curriculum. As might be expected, one of the more controversial issues to be resolved has been the question of early reading instruction. Teachers are being asked to make recommendations concerning preschool reading instruction.

On the one hand, teachers are asked to advise administrators on the merits of preschool reading instruction so that the administrators can use the advise as they make decisions about the kinds of programs to implement at the preschool level. On the other hand, teachers are expected to know answers to questions parents have about preschool reading instruction and to be able to state and support a position on the issue. Both expectations are difficult for teachers to live up to, since teachers are not necessarily in agreement themselves as to whether reading instruction should be imposed upon preschool children. Some teachers argue for preschool reading instruction while others are opposed to it. Many teachers are also dismayed by parental insistence for preschool reading instruction and by administrative decisions to offer reading instruction as part of the preschool curriculum.

Regardless of the controversy and demands, the teacher must eventually decide for himself whether he will support

the teaching of reading at the preschool level, and, if so, exactly what he will include as part of the preschool reading curriculum and how he will structure reading activities. Perhaps the first step in making the above decision is to familiarize oneself with the forces and views that have perpetuated changes in the preschool curriculum. The purpose of the following paragraphs is to provide the teacher with such information.

## Curriculum Change

Prior to 1956, the acceleration of academic achievement was not considered to be the goal of the preschool educational curriculum, although there were parents who wanted their children exposed to formal education early. The launching of Sputnik by the U.S.S.R., however, caused a near phobic reaction about making American intellect equal, if not superior, to its challengers in the race for space. Thus, the launching of Sputnik provided the impetus for the reappraisal of the American educational curriculum. Of major concern here, however, is the fact that the educational curriculum was not merely updated. New programs in the sciences were based on Bruner's contention that the schools of America were wasting precious time in postponing children to the content of many subject areas on the grounds that it was too difficult. Consequently, curriculum committees began to

develop K-12 curriculum sequences instead of simply reappraising the curriculum.

Closely related to the above event is the idea that technological advancement is moving ahead at such a rapid rate that man's intellect in the next generation may not be able to cope with it. In short, man is in great danger of destroying himself with the technology he has created. Man must increase his intellectual abilities or be enslaved and annihilated by his own technological inventions.

More practically speaking, we are producing harvesting equipment faster than we are growing produce. We are producing a labor force for work which will never be performed by a hand operated tool. Thus, the economy of future generations is threatened. If there is an excess of unskilled labor, where will the tax monies to furnish the unemployed with the basic necessities of life come from? Certainly not the workers or the producers, unless we prepare them now. In other words, there is clear and eminent danger. The handwriting is on the wall: Provide the soon-to-be unemployed, unskilled labor force with the potential for higher intellectual performance. Then, a would be dependent population will be able to sustain itself and contribute to the welfare of society, not only through the payment of taxes but with an awareness of how our society functions.

This is also an appropriate place to point out that the need to raise man's intellectual performance is not

limited to the "average" man. In the highly competitive world of "future shock," the genius must perform at a greater level than the genius of today. This is most true if the nation is to hold its threatened status in the race for space, science, and technology.

To further underline the above discussion, we might also add that education is but one of the many professions recognizing the impending crisis. For example, physicians are researching the possibilities of using drug therapy to increase intellectual performance. Surgeons are designing and researching operations to erase impairments affecting intellectual performance. Last, geneticists are beginning to uncover and understand human characteristics before conception. Thus, man's intellectual ability may be increased before he is conceived.

The events and ideas mentioned above all but destroyed earlier concepts of the traditional preschool curriculum. As new preschool programs emerged, they reflected the theory espoused by Bruner (1960) that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development." In the case of reading, since most preschool children were being exposed to signs, television advertisements, labels on food containers, magazines and books, and a variety of travel, it did not seem unreasonable to expose them to reading early.

## Newer Concepts of Intelligence

It is rather doubtful that the launching of Sputnik or the technological revolution would have had any long lasting effect on the preschool curriculum had not other developments provided a rationale to question earlier practices. The next major influence on preschool education was the realization among educators that intelligence was not fixed or predetermined but instead depended on the early experiences of young children.

One of the more widely quoted sources concerned with the role of experience in intellectual development is J. McV. Hunt's Intelligence and Experience. Hunt (1961), after an exhaustive review of the literature, reversed the belief that one can wait for intellectual development to take place. According to Hunt, the role of experience in intellectual development is so powerful that it not only has a direct influence upon what development takes place, but also when that development occurs. Similarly, Bloom (1964) underlines the importance of the early years, particularly the environment in intellectual development. In his powerfully documented book, Stability and Change in Human Characteristics, he concluded that the period before four years of age was the time of greatest intellectual growth. Bloom estimated that approximately 50 percent of a person's intellectual development was completed by age four and another 30 percent

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by age eight. Thus, the writings of Hunt and Bloom were used as evidence to support the planning of structured environments to enhance the intellectual development of the preschool child, particularly academically oriented preschool programs designed to teach reading, writing and arithmetic.

## The Discovery of Piaget

Prior to the 1960's, Piaget, an eminent Swiss psychologist, had been studying the processes underlying the development of intelligence. His work was relatively unknown to American psychologists due to the lack of translations. Beginning with the 60's, however, translations of his work began to appear in the psychological and educational literature.

Briefly, Piaget views the child as a naturally active organism whose intellect is shaped by his interaction with the environment. As a result of interactions with his environment and physiological maturation, sensorimotor operations evolve into more complex mental operations that are tied to language. Needless to say, the work of Piaget influenced American psychologists and educators. More important, his concepts found their way into the early education curriculum.

## Social and Political Forces

Another important force exerting pressure on curriculum change at the preschool level has been the public awareness of the relationship among poverty, intellectual development, and academic achievement. A major contribution here was Deutsch's (1963) analysis of environmental influences on the school achievement of disadvantaged children. Disadvantaged environments, he found, made academic success almost impossible. Children reared in poverty had few opportunities to develop language skills, visual and auditory discrimination skills or to manipulate visual properties. Moreover, they entered school with learning styles that differed from those of their more advantaged counterparts. In other words, their environments had inadequately prepared them for school experiences. Deutsch called for a new preschool curriculum based on the assumption that early intervention by well-structured programs would reduce the influence of the disadvantaged child's environment. The research of Smith (1963), Shipman (1965), and Hess (1968) also provided a decided impetus to the belief that the intervention of structured preschool programs should begin early if the attenuating influence of the disadvantaged child's environment was to be overcome.

The above research, coupled with the realization that an affluent American society could not allow the inequities

of environmental circumstances to prevent young children from developing to their fullest potential, led the federal government to promote legislation focused on preschool education. Head Start, established under the Economic Opportunity Act of 1964, represents the federal government's most popular program on the War on Poverty.

The Head Start program was a significant piece of legislation for two reasons: First, it made direct federal government involvement possible at any age level earlier than any time before in America's history. Second, it forced recognition of the fact that children of the poor entered school seriously deficient of the abilities and experiences necessary to profit from education (Orton, 1967). It is also important to note that Head Start funding for FY 1971 reached an all time high of $360 million. Thus a number of exemplary preschool Head Start programs, some of which provide early reading instruction, are funded by the federal government. These programs now involve over 480,000 children with an average expenditure of $1,050 per child.

The documented success of federally funded Head Start programs, aimed primarily at providing the disadvantaged youngster with the basic skills necessary for successful academic achievement, has led the more advantaged families to demand the same opportunities for their children. As a result, the number of preschools is increasing and business organizations are franchising preschools. Unfortunately,

approximately three fifths of the nation's population have incomes too high to make them eligible for Head Start and yet cannot afford the tuitions of private preschools. To say the least, this group is disenchanted with the increasing amount of tax dollars directed toward the disadvantaged preschool child. They are demanding public preschool education for their own children.

In addition to the Head Start legislation, the federal government has offered incentives to industry to enter the early childhood field. An amendment to the Labor-Management Relations Act of 1969 allows industry to establish funds for preschool centers for children of employees. As a result, a number of firms have already established preschool centers. A number of these centers expose children to early reading instruction.

Other evidence also attests to the fact that the federal government has exerted a strong influence on the preschool curriculum. In establishing priorities for its research and development program in education, the National Center for Educational Research and Development listed reading and early childhood among the top five priority areas for the five year period FY 1972 - FY 1976. To be more specific, over 50 percent of a $226 million dollar budget has been earmarked for research and development on learning to read and the education of children three to eight years old.

Through federal support and special projects, the body of research on preschool education has increased considerably. In 1967 the National Laboratory for Early Childhood Education, a network of seven centers located on university campuses, was established. Moreover, early educational programs are the focus of at least six of the federally funded Regional Educational Laboratories.

Federal funds have also played a key role in the authorization of information on preschool education. The Educational Resources Information Center (ERIC) is an information network whose objectives are to collect, store, index, analyze, interpret, and disseminate information on educational research and development. ERIC includes a clearinghouse on reading (ERIC/CRIER) at Indiana University at Bloomington, Indiana whose focus is on reading and a clearinghouse at the University of Illinois at Urbana, Illinois whose focus is on early childhood. In sum, federal legislation has played an integrated role in the recent interest in early childhood education and reading.

## The Montessori Method

The Montessori Method stems from the early work of Maria Montessori, an Italian educator. In 1906, Montessori was asked to direct a preschool program in the slums of Rome. It was at that time that she developed her teaching methods,

based on the belief that the years three to six were the time periods in which young children formed both habits and bases for learning. Instruction in Montessori's classrooms was centered around structured materials such as blocks, beads, chains, rods of wood, and cubes of different textures to develop visual perception and visual motor integration. Although her method was widely acclaimed, interest in it eventually died.

There was a sudden rebirth of interest in the Montessori Method during the early 1960's. The immediate cause of the revival can be traced to the work of Nancy Rambusch (1962), who studied the Montessori Method in Europe. Rambusch returned to America to organize the American Montessori Society and to found the Whitby School located at Greenwich, Connecticut. The Whitby School, like most Montessori Schools, offers a curriculum which includes reading, writing and arithmetic. In short, these events acquainted a whole new generation of parents to the Montessori Method.

## British Infant School

In 1964 the British Infant School embarked on a new curriculum which offered and encouraged reading instruction at an early age. According to Villet (1969), the British developed a school atmosphere which was heavily influenced by the Montessori technique.

Children in the British Infant School do not receive reading instruction with preprinted reading materials but rather each child monitors his own progress in homemade books. Along with the assistance of the teacher, the child simply determines what he desires to learn on a given day. Later, the youngster extends and incorporates his goals to reading instruction in the form of experience stories by working through the following stages: (1) drawing a picture, (2) having an adult write down a dictated story about the picture, (3) copying the story, (4) memorizing the sound and looks of the story, and (5) reading the story to others. As greater interest in reading is developed, the child is encouraged to attempt to read books meeting his interests. At this point, the child begins to receive instruction in sight words and phonics.

## Omar K. Moore

Early reading was also popularized by the research of Omar K. Moore with the "talking typewriter." According to Pines (1963), Moore contends that the ages between two and six are the most creative and active. He developed a "talking typewriter" to teach young children to read. Instruction with Moore's "talking typewriter" begins by introducing children to letters and their sounds. Eventually, the program proceeds to words, then to sentences and paragraphs,

and finally stories. Of special interest, is the fact that Moore demonstrated that very young children were able to teach themselves to read with the help of educational technology.

## Studies of Early Readers

In 1958, Dr. Dolores Durkin (1966) of the University of Illinois at Urbana, Illinois conducted two longitudinal studies of children who had learned to read prior to entering first grade. The results of her research led Durkin to conclude that: (1) preschool children are able to learn to read prior to entering first grade, (2) IQ is not a significant factor in preschool children's early acquisition of reading skill, (3) children who learn to read early continue to read and achieve at a higher level than their counterparts who do not learn to read early, and (4) that early reading is a pronounced advantage for children with low IQ's. In short, children who learn to read early seem to maintain their headstart. As might be expected Dr. Durkin's findings have had a considerable influence upon current views toward preschool reading instruction.

## The Denver Project

Although early reading instruction had captured the imagination of educators earlier, it was not until 1960 that a major public school system concerned itself with the problem

on a large scale basis. Undoubtedly, the most widely advertised project was the one conducted in Denver, Colorado under the direction of Joseph Brzeinski and funded by the U.S. Office of Education. This project was a longitudinal project involving over 4,000 children for a period of five years. Children in control groups followed a regular kindergarten program, and experimental children received formal reading instruction. The findings of the study revealed that: (1) reading skills can be taught effectively to kindergarten children, (2) gains in reading as the result of early reading instruction are maintained, and (3) that apparently early reading instruction does not have an adverse effect on vision, social and emotional adjustment, or the desire to read.

## Educational Television

Unlike previous generations, the child of today is exposed to visual and auditory stimulation and information by the mass media. As a result the young child's gradual movement along the learning continuum is no longer restricted to the public schools. As a matter of fact, television has taken a giant step in the direction of introducing beginning reading to young children in their homes.

The Children's Television Workshop represents a carefully planned effort to apply the entertainment values and production techniques of commercial television to an

innovative preschool curriculum. Featuring a format of fast action and entertainment, the producers of Sesame Street base their objectives upon the educational needs of disadvantaged preschool children. Consequently, the program exposes preschool children to instruction in language development, reading, and arithmetic.

To summarize it seems fair to say that the current emphasis on preschool reading instruction is the result of a number of forces converging simultaneously on the preschool curriculum. First, events in technology and curriculum change, along with social and political forces and changes in the concept of intelligence have exerted a tremendous influence on revamping the preschool educational curriculum. Second, the rediscovery of Piaget and Montessori has had a lasting effect on the preschool curriculum. Third, reviews, reports, and research related to preschool reading instruction have received national acclaim in educational journals and popular magazines. Last, television has taken a plunge into introducing reading to preschool children. These, then, are the forces underlying the current popularity of issues related to preschool reading instruction.

# CHAPTER 2

## RESEARCH ON PRESCHOOL READING INSTRUCTION

As noted earlier, change has become the by-word in preschool education. Thus, within the past decade there has been almost continuous controversy concerning whether preschool children should be exposed to formal reading instruction. Moreover the teacher is usually found to be in the middle of the preschool reading issue as decisions are made by school systems to extend elementary school downward to include kindergarten.

Teachers appear to be evenly divided on the issue of preschool reading instruction. Teachers opposed to formal preschool reading instruction base their argument on the belief that preschool children have not evolved to the level of maturity necessary for learning to read. More important, however, they contend that formal preschool reading instruction might have adverse effects on the social and emotional development of the young child.

In contrast, teachers proposing formal preschool reading instruction assert that traditional kindergarten experience is often a duplicate of the child's home environment. They also claim that children of today are more stimulated than children of a decade ago, making them ready for reading instruction earlier. Similarly, the proponents of preschool reading instruction argue that many children enter first grade already reading. Last, they maintain that children

who learn to read earlier will be better readers throughout school.

Regardless of whether the teacher strongly agrees or disagrees with the position for formal preschool reading, the fact remains that more and more teachers are asked to teach reading at the preschool level. This fact has stimulated a great deal of heated argument among teachers, administrators, and parents. In more cases than not, teachers for or against preschool reading instruction base their position on subjective rather than objective evidence. As a result, questions which should be of main concern are often avoided or go unanswered. Among the questions that should serve as a focal point for discussion are the following:

1. When should formal reading instruction begin?

2. How does traditional kindergarten experience affect readiness for reading?

3. Do perceptual programs affect reading readiness and reading achievement?

4. Is formal reading readiness instruction more effective than informal reading readiness instruction?

5. How effective is formal reading instruction at the preschool level?

6. Does formal reading instruction at the preschool level result in children experiencing emotional problems or adversely affect their attitudes toward reading?

7. To what extent is there evidence that formal preschool reading instruction is sufficiently effective that

its practice should be widespread at the preschool level?

8. How effective is preschool reading instruction through educational television?

9. Should we use teacher aides and parents in preschool reading programs?

As can be seen, the above questions and their answers should be heavily considered by teachers in any discussion on the efficacy of preschool reading instruction. The purpose of this section is to provide teachers with information on the above questions.

The first topic to be discussed will center on reading readiness and preschool reading instruction. Akin to this topic will be a discussion of when formal reading instruction should begin. The effects of traditional kindergarten experiences and perceptual training programs will then be discussed. A discussion of informal and formal readiness instruction will then be presented, followed by a review of research on formal and informal reading instruction. Next, a discussion of the effects of formal reading instruction on affective behavior will be presented. Finally, educational television and the use of teacher aides as they relate to preschool reading instruction will be considered.

## When Should Preschool Reading Instruction Begin?

Generally speaking, the term "reading readiness" has been defined by implication. First, reading readiness

reflects time as one of its essential elements For example, many educators suggest that a child evolves through sequential stages of social and emotional maturity, mental age, physical maturity, and so on. These factors eventually culminate in readiness for learning. This very broad definition of readiness had its origin at the turn of the century with Hall (1904) and Gessel (1925).

The idea that the child matures as he evolves through a series of stages also finds its roots in the work of Gessel, Ilg, and Ames (1940). These investigators observed the emergence of reading and writing behavior among many preschool children. As a result of their work, these early childhood specialists emphasized that there appeared to be a developmental sequence in the reading behavior of children. In fact, these researchers led educators to believe that the developmental sequence for reading was invariant for all children. Thus, we see the beginning of the "wait and see" idea of reading readiness.

Closely related to the element of time and reading readiness is chronological age. As early as 1902, Dewey argued that reading instruction should not commence until the child reached a chronological age of eight. Like Dewey, Huey (1908) advocated the postponement of formal reading instruction. It should be understood, however, that both these authorities had no empirical basis for their conjectures.

Perhaps the most noted effort to determine the appropriate time to begin reading instruction was that of Morphett and Washburne (1931). In their study, 141 first grade pupils from Illinois were tested with the Detroit and Stanford-Binet Intelligence Tests. Mental ages for the group ranged from five years, six months to eight years, five months. Criteria for end of first grade reading achievement were the ability to recognize a minimum of 37 sight words from a given list and the completion of 13 progress steps in reading. After analyzing reading achievement scores, Morphett and Washburne concluded that a minimum mental age of six years, six months was necessary for children to successfully learn to read. This conclusion was based on the finding that few children with a mental age less than six years, six months successfully reached criteria set for satisfactory reading ability. As a result of this study, schools throughout the nation began to delay reading instruction until children reached a mental age of six years, five months.

Gates (1937) questioned whether the findings of Morphett and Washburne could be generalized to other school populations. He reported the first grade reading achievement of 243 children in four schools according to the percentage failing to learn when reading achievement was evaluated according to mental age. He found that correlations between mental age and reading achievement varied with teaching procedures. This finding led Gates to conclude that

the necessary mental age for reading varied with the materials and teaching procedures used, the teachers' evaluations of children's previous experiences, and the treatment of individual differences. In other words "how" was found to be more important than "when".

It is interesting to note that the conclusions reached by Gates are not unlike the attitudes prevalent among educators and psychologists today. For example, Ausubel (1959) states that readiness is "the adequacy of existing capacity in relation to the demands of a given learning task." Similarly, Brunner (1962) has asserted that we should begin with the assumption that any subject can be taught effectively in some form to children, regardless of their stage of development. Bloom (1968) has also very cogently pointed out that if the quality of instruction and time available for learning meet the individual needs of each student, most students can be expected to achieve mastery of any subject.

In sum, it seems that formal reading instruction should not be delayed until a child reaches a "mythical level of readiness." Likewise, the decision to implement such instruction should not use age as an index of a youngster's readiness for reading instruction. Ideally, factors such as materials available, teaching procedures, the child's background of experiences, and the individual needs and characteristics of each child should be considered before commencing formal reading instruction. In short, the

"how" of formal reading instruction should be the focal point for making decisions.

## Effects of Traditional Kindergarten Experiences on Reading Readiness and Reading Achievement

As the preschool concept evolved, it was greatly influenced by the belief that the purpose of preschool education was to create a child-sized world providing opportunities for young children to play and interact with their peers in a relatively unstructured atmosphere. Readiness was believed to be comprised of such factors as responsiveness to the rights of others, self-assurance, self-control, receptiveness to new ideas, and good feelings about oneself, and the like. Moreover, instruction was directed toward the development of needed concepts, language, curiosity, and creativity.

Reading readiness was largely a matter of emphasizing knowledge and the expansion of vocabulary through field trips. Gross auditory and visual discrimination tasks were also emphasized. Interest in reading was developed through listening to good stories and looking at good picture books. In other words, the preschool curriculum was comprised of activities related to reading tasks but not to formal reading instruction.

In light of the above discussion, the question of whether kindergarten programs alone improve reading readiness is an important one. If they do not, then teachers should be concerned about improving their instruction to

meet readiness goals. Research studies have been done to evaluate the success of kindergarten programs in improving readiness for reading. Results of these studies should be of considerable interest to teachers, even though reports do not always explain exactly what parts of kindergarten programs are effective or point out what aspects should be changed.

There is considerable research which indicates that kindergarten experiences do affect readiness in a positive way. Several studies have compared first graders who attended kindergarten with others who did not. Olson (1962) for example, matched 68 first graders who had a year of kindergarten with 68 who had none, based on sex, age, position in the family, parents occupation and education. At the end of first grade he administered intelligence and reading tests, and examined scholastic achievement, physical characteristics, and maturity ratings. The children who had been in kindergarten had higher achievement in readiness, reading, and arithmetic and also received higher maturity ratings.

Pratt (1949) compared three groups of first graders, 28 who attended kindergarten, 28 who did not, and 28 who were about to repeat first grade. After administering readiness and reading achievement tests, at the end of first grade, Pratt concluded that the children who had attended kindergarten were superior to the other children in readiness and reading achievement.

Auditory and visual discrimination and letter knowledge abilities are usually considered to be related to reading readiness. Haley, Dolon, Katz and Machin (1957) compared first graders on these and other abilities. They found that children with kindergarten experience were superior in letter matching, auditory discrimination, learning rate, and mental age, but not in word knowledge.

Differences in first year achievement between Scottish children entering school at age five and American children entering at age six were studied by Taylor (1950). He compared the Scottish children's readiness test scores with American norms for children of the same age and their reading achievement test scores with American norms for children a year older but without kindergarten experience. The Scottish children exceeded the American norms for readiness, particularly in perception, copying, and number tasks, and they scored a year above American norms in reading achievement. Taylor concluded that the year of formal school was responsible for the higher readiness and reading achievement scores.

Two studies of Canadian children add further evidence to the effectiveness of kindergarten experiences in improving readiness. Fast (1957) administered readiness tests in the Fall and achievement tests in the Spring and found that children who had attended kindergarten performed better on both. Gill (1967) compared readiness test results of children

who had attended only Senior kindergarten with results of children who had also attended Junior kindergarten and found greater abilities in the children who had had both. These studies and others support the belief that kindergarten has a significant influence on the reading readiness and reading achievement of most children.

While such evidence is certainly encouraging, it must be noted that other, not so positive evidence, has been reported. Fox and Powell (1964) compared scores of first graders with and without kindergarten experiences on reading readiness and reading achievement tests and found no significant differences. Haines (1960) studied reading achievement through grade six for children in a school which offered kindergarten and for others in a school which did not. Like Fox and Powell, Haines found no significant differences in reading achievement, although he did find the kindergarteners to be better at arithmetic at grade levels two and five.

In summary, the results of studies exploring the effects of kindergarten on reading readiness and later reading achievement are far from unanimous. A number of studies have been reported which indicate that kindergarten experience has a positive effect on reading readiness. Of particular interest, however, is the fact that these positive effects tend to dwindle away after first grade. We might also point out that it is difficult to determine why some kindergarten programs are more effective than others, since instructional activities

are usually poorly defined. In short, we really don't know how efficacious kindergarten experiences are for reading readiness and reading achievement, particularly if one looks at achievement beyond first grade.

## Effects of Perceptual Training Programs and Reading Readiness and Reading Achievement

A look at the literature reveals that a number of perceptual training programs are widely used at the kindergarten level. In more cases than not, their use is based on research suggesting that reading disability is related to poor perceptual development. We would like to point out, however, that there are a number of factors which appear to be highly related to reading disability. The problem is to prove that these factors cause reading disability. In other words, if poor perceptual development causes reading disability, then perceptual training should increase reading ability. This point becomes very clear when one recognizes that perceptual training usually increases perceptual ability but generally fails to increase reading readiness or reading achievement. Nevertheless, the use of perceptual training programs appears to be in vogue at the kindergarten level.

As pointed out above, the value of using perceptual development programs in preschool reading instruction should be questioned, and with reason. Careful examination of reported research in the area reveals no clearcut evidence

supporting the use of the commonly used perceptual program to increase readiness and reading ability. Perhaps this is because of the difficulty one has in studying the research, especially in attempting to differentiate among the programs described in research reports. Often researchers choose attractive parts of various approaches to incorporate into their own programs, making it difficult to know exactly what the effective elements are. Even when a single program is used, conditions are often so varied from study to study that effectiveness is as much related to the conditions of the experiment as to the approach.

The Frostig approach employs visual, auditory, kinesthetic, and tactile senses in developing perceptual abilities. A kit is available for classroom or small group use. Children see shapes (or words) and hear sounds associated with them. They use their hands and arms to trace the shapes, either in the air or on rough surfaces especially treated to leave a tactile impression. Often used as part of readiness instruction, the Frostig approach has been used with varying degrees of success in research studies.

Roy and Roy (1969) contrasted the use of the Frostig program 25 minutes per week over a year of kindergarten instruction with a program providing extra attention or no attention to children for the same amount of time. They found slight differences in scores on readiness tests among the three groups, such that those in the Frostig group had the

highest scores followed by those receiving increased attention and by those with no special attention. However, since the differences were not statistically significant, Roy and Roy concluded that the particular use of the perceptual development program did not contribute significantly to readiness. Remembering that the Frostig materials were used only once a week, one wonders whether greater use of the materials would have produced more favorable results.

Jacobs conducted two studies evaluating the Frostig program as a readiness program. In the first (1968), he compared the effectiveness of a year long program with pre-kindergarten, kindergarten, and first grade children. Results of the study revealed that children at all levels who had had the Frostig program scored higher on the Frostig visual perception test than children who had not had the program. In contrast, the Frostig program did not significantly increase readiness test scores.

In the second study, Jacobs, Wirthlin, and Miller (1968) tried again to use the Frostig program with pre-kindergarten, kindergarten, and first grade children, but expanded the scope of their study into second grade to allow for two year participation in the program. Here again, they found that children who had had the Frostig program scored higher on the Frostig perception test, with two year participation producing higher scores than one year. The Frostig children, however, did not score higher on the reading

readiness test, or on first grade reading achievement tests. Apparently, the increased ability to do perceptual tasks was not a factor in reading readiness or in predicting reading achievement. Jacobs and his colleagues concluded that the Frostig program was effective when used to develop visual perception skills, but should not be called upon to improve reading abilities.

Programs based on the thinking of Kephart usually include activities which are more energetic than those included in the Frostig program. Exercises to develop eye-hand coordination, concepts of form, and senses of laterality and directionality are common in Kephart programs. In general, the effectiveness of Kephart programs, like that of the Frostig program, appears to vary with the situation and purpose for which the programs were used.

A study by Falik (1969) is a good example of use of the Kephart program with a special group of children. He identified kindergarten children as being low in school readiness. These children received the Kephart program. When experimental children were compared with controls, no differences in performance on a readiness test were found then or on achievement in second grade. Apparently, the Kephart approach is not effective as a readiness program for low readiness children.

Somewhat more encouraging results were reported by Rutherford (1965) who used a Kephart based program with a

group of undefined kindergarteners. After a year of play activities to develop laterality, form concept, eye-hand coordination, etc., children were able to score significantly higher on a readiness test than children who had not had the program. It is interesting to note that in this study boys appeared to benefit more than girls in terms of readiness levels.

Meyerson (1966) also used a Kephart based program with kindergarteners identified as having perceptual difficulties. Training included 15 minutes per day of muscle coordination and eye movement exercises. At the end of eight weeks of the program, no differences could be found between children who had had the program and similar children who had not. Meyerson concluded that perceptual factors were not highly associated with readiness.

Besides the above approaches to improving perceptual skills, there are other efforts in which aspects of individual programs are combined into programs for use in specific schools or research studies. While it is not usually possible to discover which aspects of which programs have been adapted for which studies, it is possible to see that some combinations produce positive effects while others do not.

Zirbel and Thompson (1971), for example, developed a program based on the theories of Kephart, Getman, and a group called the Perception Development Research Associates.

They used the program to supplement kindergarten experiences of an experimental group in 30 minute sessions three times a week over an 18 week period. Children who had received perceptual training and children who had not were given the same first grade instruction and were tested for reading achievement at the end of first grade. Those children who had received perceptual training showed significantly greater reading achievement, leading the researchers to conclude that their perceptual development program was, indeed, successful.

In a larger study of 28 kindergarten classes, Faustman (1966-1968) combined aspects of Frostig, Kephart, and Winterhaven programs in an in-service program for teachers. The teachers implemented what they had learned into their classroom instruction. Children in classes with teachers who received the in-service instruction scored higher on a test of perception at the end of kindergarten and achieved better word recognition abilities by the end of the first grade. Perhaps this method of creating awareness on the part of teachers to perceptual development instruction can be effective in readiness programs.

Perceptually handicapped kindergarteners were given either Kephart, Frostig, combined Kephart-Frostig, or no perceptual training in a study by McBeath (1966). Readiness tests administered at the end of the kindergarten year showed no differences due to the type of program or to the existence of any program at all. Results of this study reinforce those

of earlier studies which also did not find perceptual training to be of value in improving readiness.

Some researchers have gone considerably beyond perceptual-motor development programs in their attempts to improve reading readiness. As an example, Ellerman and Wadley (1970) included activities to increase verbal development along with those designed to improve perceptual-motor skills. After five months of the program, kindergarteners who participated in the experimental program showed gains in mean IQ (105 to 115), while those who did not showed losses in mean IQ (104 to 100). It should be noted, however, that while the authors concluded that their program had successfully affected performance, fluctuations in mean IQ can be expected from one testing session to another regardless of what instruction occurs.

Bentz (1970) also included language development training, comparing it with perceptual training in an effort to determine which might be more successful in improving readiness performance of kindergarteners. At the end of a 14 week period, the perceptual group children were found to do better on most reading readiness subtests than the language group, and both groups performed better than children with no special instructions.

In addition to visual and verbal readiness, Wingert (1969) added auditory and number readiness to his program designed to help children identified as weak in auditory and

visual skills before they entered first grade. Daily sessions were held during a six week summer program which did not produce the hoped for significant improvements in readiness tests. The fact that there were significant differences on perceptual test performance led Wingert to conclude that it was possible to improve visual skills, but not possible to transfer these skills into improved reading readiness.

Irving's (1965) experimental multi-sensory program used stories, pictures and tape recordings in an effort to improve visual, auditory, and verbal skills. Children in a control group received standard readiness activities. Irving found that structured oral language activity benefited children of low IQ while the multi-sensory approach was beneficial to children of average or higher socioeconomic level and IQ.

There is a great deal of concern about the value of neurological training to reading readiness and reading achievement, but there are only two studies which have been reported that used neurological exercises to improve perceptual development, and, thus to improve readiness. Both were unsuccessful. Cornish (1970) used a mechanical device to insure proper cross patterning and Stone and Pielstick (1969) taught cross patterning exercises, asking children to practice them 30 minutes per day. Cornish found no differences in perceptual ability or in readiness, while Stone and Pielstick found better visual perception but could not relate it

to readiness. The results of these two studies form fairly sure grounds for concluding that neurological training is of little value in improving reading readiness.

To summarize, a number of perceptual training programs have been used at the preschool level. These programs are based on the idea that improvement in perceptual abilities results in subsequent improvement in reading ability. Available research indicates that many such programs are successful in increasing young children's perceptual ability, although they do not appear to be too effective in increasing reading readiness or later reading ability. Consequently, the following is a good "rule of thumb" to follow in considering the use of perceptual programs at the kindergarten level: If one's purpose is to increase children's perceptual ability, he should probably select any of the programs reviewed. If, on the other hand, one's purpose is to improve reading readiness and later reading achievement, he might do well to select a readiness program more closely related to the actual skills of reading.

## Informal Reading Readiness Instruction Versus Formal Reading Readiness Instruction

As mentioned earlier, the primary goals of traditional kindergarten readiness instruction are to meet the social, emotional, and motor needs of the child. Instruction is very informal, being determined as the needs of the child emerge.

The above point of view is not shared by all educators. In fact, great numbers of educators contend that preschool children should be exposed to formal reading instruction. Parenthetically, we might point out that proponents for preschool reading do not clearly describe the content and process of formal preschool reading instruction. From the very limited descriptions of formal reading instruction, however, one might infer that it represents a systematic attempt to provide learning alternatives for children to reach pre-determined reading objectives. These objectives range from very global readiness skills to actual reading skills. As might be expected, learning alternatives are usually in the form of commercially developed reading materials or carefully prepared teacher made materials. This section will review the research that has attempted to determine the effectiveness of both informal and formal reading readiness instruction.

At the very beginning, it is essential that the reader understand that it is almost impossible to make generalizations from the research exploring this topic because of the poor definitions of the programs used. For example, formal preschool reading readiness programs have been defined in such vague terms as: sub-first grade, informal, formal, phonics oriented, structured and sequential, individualized or permissive. For the purposes of this paper, programs described by the above terms and not using published materials will be defined as eclectic.

On the other hand, it is possible to make some generalizations from the research which has defined formal readiness instruction as the use of commercially developed materials. At least one can examine the instructional materials used. The following section will first review the research on formal eclectic readiness instruction versus traditional informal readiness instruction. Then, a discussion of traditional informal readiness instruction versus formal readiness instruction using published materials will follow.

Naisbett (1959) reported one of the first investigations comparing formal individualized readiness and informal readiness instruction. Unfortunately, the researcher failed to describe the instruction experimental and control children received. It was reported, however, that most of the children who participated in the formal program were ready to read at the end of the experimental period.

In a similar study, nursery school children participating either in a individualized reading readiness program or a traditional readiness program were studied by Mayfield (1969). All children attended an experimental Early Learning School. The children in the individualized reading readiness program chose their own materials and worked directly with the teacher. Those in the traditional readiness program were taught as a total group. No differences were noted between the groups in general development; however, the individualized

reading readiness group showed greater reading ability.

Another study of formal versus informal readiness instruction was conducted by Knudson (1970) who devised a kindergarten program with instruction in reading, math, language, science, music, and art. To one group of children, he taught formal reading, lessons allowing little time for independent work. To another group, he taught informal lessons, leaving time for free play, television, and recess. At the end of kindergarten, the formal instruction group scored significantly higher on achievement and reading tests and seemed to have suffered no emotional or personality damage from the program.

A phonics oriented formal readiness program developed by Harckham and Hagen (1970) was also successful in increasing readiness at the end of kindergarten. Scores on readiness tests were higher for children who participated in the 10 week program than for children who did not. No differences in auditory discrimination were noted, contrary to the researchers' expectations.

Other studies also suggest that kindergarten age children are ready for formal, structured readiness instruction. Gabler (1963) compared a formal and an informal program to see how they differed in activities, materials, and effectiveness. Although the programs differed in activities and materials, she reported that teachers appeared to have no preferences between them and that the effectiveness of

the programs was about equal.

Stanchfield (1971) devised a sequential structured readiness program of listening for content, auditory and visual discrimination, oral language, perceptual motor skills, and sound-symbol correspondence skills. End of kindergarten readiness test scores revealed that the formal program was more successful than an informal program, that girls achieved more than boys, and that whites achieved more than Mexican-Americans or blacks. Stanchfield also noted that blacks who had the formal program had achieved more than whites who had not, suggesting that a sequential program might be of value to that group.

The effectiveness of formal readiness instruction not only on readiness but also on first grade reading achievement has also been examined. Silberberg taught a formal readiness program to a group of kindergarteners for eight weeks. Their scores on a readiness test were compared to the scores of children who had had only a regular kindergarten program. No differences in readiness were noted at that time, but differences became visible when the children's readiness for reading was tested again after three weeks of first grade readiness instruction. The children who had had the formal kindergarten readiness program achieved much better than did those who had not.

Wise (1965) also found equally encouraging results when he compared formal and informal readiness programs over

time. Readiness tests at the end of kindergarten and achievement tests at the end of first grade revealed that children who had had the formal program had greater achievement at the end of first grade.

Long term effects of formal reading readiness instruction have also been reported by Sutton (1965, 1969). The earlier report described a permissive environment kindergarten reading program which consisted of a reading center to which children could go at will to browse or to receive instruction. About one third or 46 of the children exposed to the program read above level 1.3 by the end of the kindergarten year, and most of these children were placed into one homogeneous class. The remaining children were placed into three heterogeneous classes. By the end of first grade 15 of the 46 kindergarten readers could read at better than 4.0 level. Sutton concluded that the gap between good and poor readers widened perceptibly over the first grade year.

Sutton's second report followed the above children through grade three and compared them to children who did not have the permissive environment kindergarten program. Differences in achievement between good and poor readers showed steady growth for the early good readers. Sutton concluded that the long term effects of a permissive reading environment were positive on the later reading ability of children.

Briefly then, the above research indicates that formal readiness programs are more effective than traditional

informal readiness programs. On the other hand, the long term effects of formal readiness programs are not very clear. For the longitudinal studies reported, however, the positive effects of formal readiness instruction can be identified as late as third grade.

The research described in the above section was restricted to rather poorly defined descriptions of informal and formal readiness instruction. Now, we would like to look at another area of research on the same topic. The topics differ in the fact that the formal readiness programs to be discussed used commercially prepared materials. As a matter of fact, the majority of these programs used the readiness materials of published basal reading series. Again, we would like to point out that the investigators failed to adequately describe the kind of informal readiness instruction children received.

The use or non-use of a workbook in readiness instruction was the fact which separated experimental and control groups in several studies. Collins (1960) compared a workbook group with an informal group and found no differences in performance. Angus (1962) compared a highly systematized formal approach using workbooks, experience charts, labeled classroom objects, picture sequencing, and rhyme charts to an incidental approach of traditional kindergarten activities. After eight weeks, he found the systematized approach to be somewhat more successful than the incidental, but not

significantly so.

Hillerich (1965) also had success with a workbook program. He traced the effects of the program through first grade and found that children who had used the workbook during the kindergarten year had higher beginning first grade readiness scores and higher end of first grade reading achievement scores than children who had a regular kindergarten program. He also noted that boys and girls achieved equally well when workbooks were used.

In a better designed study, Schoephoerster, Barnhart, and Loomer (1966) used workbooks and specific teacher instruction related to workbook tasks and compared resulting readiness scores with those of children who received regular kindergarten instruction and activities. They believed that all children would benefit from formal instruction, regardless of academic potential. At the end of the year long program, they found that children who took part in the workbook program achieved higher readiness scores and that workbooks were of special benefit for children of below average ability.

Finally, Breon (1967) administered the readiness program suggested by a basal reader series to both kindergarteners and first graders. He compared results of the two groups on readiness tests at the end of kindergarten and after summer vacation. Similarly, he compared results of a reading achievement test given at the end of first grade.

No differences in performance were noted at any time, leading Breon to the conclusion that it is equally possible to teach readiness in kindergarten or in first grade. Whether such a conclusion is truly warranted is questionable. If readiness programs are no more effective in kindergarten than in first grade, there seems little defensible argument for using them at the younger age, unless it is to free first grade time for more concentrated reading instruction. Unfortunately, Breon did not attempt to examine such a possibility.

Indeed, the research reviewed thus far tends to support the use of commercially prepared readiness programs. However, evidence contrary to this contention is available.

The following study comparing two formal readiness programs was reported by Blakely and Shadle (1961). One group of kindergarteners was taught in informal sessions, using language experiences and children's interests to suggest activities for the group. The other group of children used a basal reading series readiness workbook, doing suggested activities and engaging in a lot of group work. Readiness tests, reading tests, and maturity ratings indicated that the language experience approach was more successful, especially with boys.

Similarly, Weeks (1964) compared a commercially developed program to an informal kindergarten program but found no differences between them after a nine week period. Week's results suggest that a longer time is necessary if a

formal program is to be effective.

O'Donnell and Michael (1968) also used a basal reading series readiness approach, but they compared it to a conceptual language approach based on subject matter concepts. They, too, found the language approach to be more effective in developing readiness.

Finally, Ploghoft (1959) compared workbook and non-workbook groups after nine weeks of instruction to see how they differed in beginning first grade readiness. He found no differences in performance. Neither of these studies used the workbook instruction for a substantial length of time, and Ploghoft waited over the summer to test his subjects. These inadequacies in the research make the results of the study somewhat questionable.

Before moving on, this also seems to be an appropriate place to point out that a number of studies exploring the effects of formal readiness instruction have not been limited to the exclusive use of reading materials. Occasionally, someone comes up with a novel approach to readiness instruction, as did the investigators who taught science lessons to kindergarteners, hoping such instruction would positively affect reading readiness.

Ayers and Mason (1969) taught science lessons to children in one kindergarten class but not in another. The lessons took about one hour per day and were added to regular readiness activities. Readiness tests were administered to

all children and revealed that those in the science class scored higher in listening, numbers, and copying tasks.

Neuman (1970) also taught science lessons to kindergarteners, and he compared both readiness and first grade achievement test scores. For 12 weeks, he taught three 30 minute lessons per week to children in two classes. Comparisons of children in those classes and in a third class which received no special instruction showed that the science lessons appeared to improve readiness test scores and first grade reading achievement as well.

Teaching science is probably not the only alternative to traditional readiness exercises. It may not even be the type of instruction which accounts for differences between groups. Perhaps it is the additional training, or the structure of that training, which makes the difference. Whatever the case, science lessons have opened some possibilities for further study.

To summarize, there appears to be no conclusive evidence attesting to the fact that reading readiness ability can be significantly increased through the use of published reading materials. Moreover, there is no firm evidence attesting to the fact that children exposed to formal readiness instruction maintain their gains during later school years. To say that formal readiness instruction is superior to informal readiness instruction would put a strain on the evidence obtained from the literature. Therefore, the most

reasonable conclusion appears to be that there is probably a number of effective formal and informal reading readiness programs. These effective programs, however, will remain obscure until investigators describe them in sufficient detail that they might be researched by other investigators.

## Formal Reading Instruction Versus Formal Readiness Instruction

In contrast to research on informal and formal readiness instruction is research dealing with formal reading instruction. Unlike readiness instruction, formal reading instruction is comprised of instruction along the continuum from reading readiness to specific reading skills. Learning is accomplished as children are exposed to carefully sequenced and planned learning alternatives. In other words, the learner is actually taught to read. This section will first discuss case studies of formal reading instruction. Then, other research on formal reading instruction at the preschool level will be considered.

Case Studies of Formal Reading Instruction. Most children learn to read in first grade when they are taught at the age of six. A few children, however, learn to read before they enter kindergarten or first grade. Sometimes they seem to have learned by themselves, other times they have taken part in interesting early reading experiments. Research literature in psychology and education contains

many case histories of exceptional children who mastered the skills of reading and other intellectual activities at astonishingly early ages.

One such case reported by Terman (1918) is that of a young girl whose father encouraged early reading by presenting her with letters and their sounds when she was only 14 months old. At 20 months, the child knew letter names, at 21 months she could read words, and at 23 months she discovered that she could connect the words into meaningful sentences. Her early reading ability continued through her early school years, apparently without harmful affect on other school, personality, or physical development.

Brown (1924) reported two studies in which she attempted to teach word recognition to preschool children. In the first study, two three-year-olds were given individual word recognition instruction over a three month period. One child learned 34 words and the other 27. In the second experiment, 13 children ranging in age from two to six years were given individual instruction similar to that of the first experiment. Toys, pictures, flash cards, and stencil cut outs were used. Results varied widely, according to the fluctuation in each child's attention to the tasks. Three letter words were easily learned, as were words with interesting connotations. Brown concluded that word learning is possible at the age of two, that word relating comes later, perhaps by age three, that individual differences exist among children, and that

instructional methods should be adjusted to those differences.

Davidson (1931) investigated the extent to which children from four to six with an M.A. of four years could learn to read. Children were placed into groups labeled as dull, average, or bright, depending on the ratio of M.A. to C.A. She taught sessions of kindergarten games, play, and individual reading to each group for one and one half hours daily over a period of four and one half months. Tests of vocabulary and reading were administered throughout the experimental period and revealed steady progress for all groups with the bright group outscoring the average and dull groups. Analysis by age indicated that bright younger children often outscored average and dull older children. Davidson concluded that bright, average, and dull children do not learn reading equally well under the same conditions.

The above research on formal preschool reading instruction indicated encouraging success in some situations and discouraging failures in others. But the precise conditions contributing to success or failure are largely lost in the details of separate experiments. It is extremely difficult to try to make generalizations from one experiment to another. What apparently is needed is a carefully controlled series of experiments, each building on what was learned from the others, so that a chain of reasoned information can be made available to researchers and reading program developers.

Such a series of experiments constitutes the work of Fowler over the past 10 years. Fowler believes reading to be a developmental process, beginning with word recognition and progressing from there. He hoped to begin the process at a younger age than usual and trace progress from that point, comparing development to that of older children. Beginning with his daughter, Fowler devised a model for teaching reading and methodically tested applications of the model in several situations. As his conclusions grew from experiment to experiment, Fowler refined the application of his model until it became quite sophisticated.

When Fowler first began his attempts to teach his daughter to read (1962) he had an extremely able subject (IQ 170+) and several open ended questions. He wanted to know exactly how much she could learn, what methods would be successful, and whether emotional or intellectual disturbance would result. For nine months, Fowler instructed the two year old child, giving her daily stimulation in 20-30 minute time periods and using a variety of methods. Tests before, during, and after each instructional period allowed periodic samplings of success. Fowler concluded: (1) that the two year old could be taught to read and to acquire a fairly extensive meaning vocabulary, although the gradual increase in learning might be a bit slower than that of older children, (2) that a variety of methods could be used successfully and a multi-method approach might be best, and (3) that some

emotional disturbance, accompanied by reduction of intellectual performance, might occur but could probably be adjusted with careful attention.

Fowler's next experiment (1964) involved the construction of a model which organized programs of reading instruction for two- to four-year-olds. He suggested that the structure of reading involves graphic coding of the phonic structure of words, then the graphic patterning of words into sentences, and then the patterning of meanings of the visual-sound structures. First stages of instruction should be devoted to graphic coding and patterning, later stages to meaning patterns. To test his model, Fowler used 30 preschoolers of whom four three-year-olds learned to read preprimers after three to four months. A two-year-old could read a preprimer after seven months. All of the children learned at least 40 words during the nine month experiment. By systematically organizing the structure of what he was about to teach and then dividing it into easily learnable units, Fowler was able to achieve success with very young children.

The next step was to compare two groups of children. Fowler (1965) used three sets of Negro identical twins and a set of white triplets. Of concern at this point were further study of the structure of the process, discovery of appropriate stimulus conditions, and analysis of effects of reading on psychosocial development. One of each pair of

twins and two of the triplets were given three to five months of reading stimulation for 15 to 50 minutes each day in a nursery school setting. The other children participated in regular nursery school activity and showed no indications of reading ability. All of the experimental group children made some progress, with the triplets becoming the most achievement oriented. From this study, Fowler acquired further evidence that young children could learn to read under an analytic structural approach, and found indications that psychosocial development might be temporarily but not permanently slowed by learning to read.

Having discovered an effective model and effective approaches to instruction within it, Fowler (1967) was ready for a large scale study. He selected 100 three- to five-year-olds for instruction in 12 to 30 minute daily periods over a period of four to six months. Carefully designed tasks were used to facilitate the grasp of the analytic structures of reading while remaining attuned to individual children's motivations. Pre- and post-test scores revealed that 46 of 63 children who completed the program had begun to read and had grasped most of the fundamental word recognition abilities. Children's cognitive processes had been effectively involved in the analytic structural process of reading.

The most recent publication of Fowler's work (1971) is a report of a three year investigation designed to test usefulness of a nursery school under varying teaching styles

and to measure children's characteristics, patterns, and progress in reading. The 109 subjects, ages three to five, in first and second years of the nursery program, participated in a three hour daily program of reading, music, mathematics, rest, and play periods. The reading program lasted five to six months each year and was concerned with word learning, visual discrimination, and sentence learning exercises in a developmental sequence. Reading and intelligence tests showed M.A. to be the most consistent predictor of success in learning to read, and also showed that certain of the analytic cognitive operations in Fowler's model are essential to learning to read. Fowler concluded that while reading ability is part of a series of learned developmental processes, instruction in certain required operations will allow its occurrence earlier than is commonly thought.

Research on Formal Reading Instruction. No doubt, case studies such as the above, along with the recognition that many children were entering first grade already reading, caused many educators to entertain the idea of imposing formal reading instruction upon preschool children. For example, Scott (1947) compared the effectiveness of readiness programs at the kindergarten and first grade levels. Scott organized two equal classes of slow first graders and fast kindergarteners. One class received special readiness and then formal reading instruction while the other received the regular kindergarten program. A year later, at the middle

of first grade, children in the special readiness and formal reading group were achieving higher in scholastic areas, were exhibiting more positive attitudes, and were placed in higher reading groups.

Believing that children today are ready to read at earlier ages than in the past, Bacci (1961) developed a highly individualized program of phonics instruction. One group of kindergarteners received 15 to 20 minutes a day of the program, while another group did not. After six months, test results were so encouraging that the program was installed in all kindergarten classrooms. No child was to be forced to participate in the phonics instruction, but those who wanted to participate were given as much individualized attention as was possible.

Cooper (1962) also compared readiness and formal reading instruction in kindergarten. A control group of 70 children received intensive readiness instruction throughout kindergarten. Seventy experimental children received intensive readiness instruction for 10 weeks, followed by formal reading instruction. Cooper's results revealed that the experimental group scored significantly higher than the control group on measures of first grade reading readiness and reading achievement. Cooper concluded that intensive readiness instruction coupled with formal reading instruction at the preschool level was highly effective.

A carefully drawn up plan of instruction resulted in a system wide study of preschool reading instruction for the Denver Public Schools. The objective of the plan was to determine the effectiveness, both immediate and long term, of formal reading instruction in kindergarten. Reported by Brzeinski (1964, 1967) and in a preliminary report by the Denver Public Schools (1962), the program began reading instruction in kindergarten and followed its effects through grade five. The experimental program for the study was concerned with word recognition skills, oral language, visual perception, and context skills. Half the kindergarteners received the experimental program and half received existing kindergarten instruction. At the beginning of first grade, half of the experimental kindergarteners were assigned to an adjusted first grade program which continued where they had left off in kindergarten and the other half was assigned to the existing first grade curriculum. Half of the regular kindergarten group was assigned to an experimental first grade, followed by adjusted instruction, and the other half entered the regular first grade program. Specially constructed tests were used throughout the five year program to evaluate progress at frequent intervals. The experimental kindergarten-adjusted elementary group achieved the highest initial and long term gains on all measures. They were followed by the regular kindergarten experimental-adjusted elementary group. It was concluded that beginning systematic

reading instruction in kindergarten is successful if subsequent instruction is adjusted to it, that delayed experimental type instruction also has certain long term advantages, and that early instruction, even when not followed up, does not adversely affect reading achievement.

Not content with just reading instruction, Stevenson (1964-65) also taught mathematics to a group of kindergarteners for two months following a two month readiness program. The children learned at an accelerated pace for sometime and achieved three grades' work in two years. The experiment was repeated, using a larger group of students, and again acceleration of learning resulted. The success of the two experiments led the school system to adopt the program for the top 30 percent of its kindergarteners.

The effectiveness of a linguistic approach to formal reading instruction in kindergarten was evaluated by Gruber (1965). For a month, one group of children met daily for 15 to 20 minutes of linguistic instruction which included exposure to Dr. Seuss books. Another group of children had no special instruction. Test results indicated that the linguistic group was significantly better in achievement, a fact which Gruber concluded to mean that the linguistics program had been successful.

Burtis (1965) compared children who were and were not exposed to formal reading instruction. He used readiness and achievement tests to measure achievement, waiting until

all children were in first grade to administer the tests. His findings indicated that formal reading instruction in kindergarten resulted in greater achievement in grade one.

Other studies have also examined the effectiveness of formal reading instruction in kindergarten as compared to readiness instruction. Kelley (1966) and later Kelley and Chen (1967) gave end of year reading achievement tests to children who had and had not had formal reading instruction in the second semester of kindergarten. They found the reading instruction group achieving significantly higher than the readiness group. They also found differences between high and low ability children, both in reading and in attitude toward reading.

We might also point out that research on i.t.a. has examined the possibility of using this system in kindergarten as well as in first grade. Downing (1964), for example, reported considerable success in using i.t.a. to teach children ranging in age from four to six. Alpert, Tanyzer, and Sandel (1966) reported somewhat less encouraging results. They introduced i.t.a. in a formal reading program in kindergarten and found children generally capable of handling the system. However, they reported that these same children experienced no advantages either in reading or in spelling over children who began i.t.a. instruction in first grade.

Shapiro and Willford (1969) conducted a longitudinal study to contest Alpert, Tanyzer and Sandel's results. They divided children into a group which received i.t.a. instruction in kindergarten or a group which received regular kindergarten followed by first grade i.t.a. instruction. Both groups were tested periodically through second grade. The i.t.a. kindergarteners surpassed the i.t.a. first graders in word recognition, comprehension, and spelling throughout first and second grade. The contrasting results of this study and the previous one lead to the speculation that other variables must have been at work to account for the differences found by the two groups of researchers.

Finally, the most recent study to date which holds significance for preschool reading instruction was conducted by Durkin (1970). Based upon her earlier investigations of children reading prior to first grade, she proceeded to research the effectiveness of an early reading program with four-year-old children, following them through to the beginning of first grade. She selected 36 pupils according to an open-enrollment procedure. Twenty boys and 16 girls were randomly assigned to two classes. At the start of the program, the children, more than half of whom came from blue collar backgrounds, were tested as to IQ and preprogram achievement. On the Stanford-Binet Intelligence Scale the group's mean was 113.6. The preprogram test consisted of subtests on word, letter, and numeral identification. During

the two years of the experiment, a format was followed which allowed for 20 minutes of formal reading instruction each day. Only half of the class at a time participated, with the other half engaging in a free-choice activity during this period. After the 20 minute periods, the groups were reversed. As interest and achievement levels became apparent, the children's grouping patterns were rearranged. During the second year of the study, the workbook, We Learn to Listen, was incorporated into the curriculum. Additional instruction was based on a language experience approach. At the end of the first year, the average number of words learned was 29.1 with a standard deviation of 15.9. The second year of testing revealed that the pupils could identify an average of 123.8 words. Tests of letter, numeral, and sound identification indicated that mean achievement for the children was approximately 49, 47, and 15, respectively. Of special note is the fact that when achievement scores were correlated with chronological age and IQ no statistically significant differences were noted with regard to the former, and coefficients were only significant predictors with regard to the IQ of boys. In a word, this experiment indicates that very young children respond to formal reading instruction. Moreover, chronological age does not seem to be an important factor.

Educational Technology and Formal Reading Instruction. Technological influences on education have varied greatly in

style, scope, and effectiveness. A number of machines have been developed to teach certain beginning reading skills. Many of these machines have been used in preschool reading programs. Programmed instruction, itself a product of technological advancement, has also been used in preschool reading programs.

Evans (1965) studied the early reading behavior of a single three year old child who was taught to read using a machine called Multi-Max which allowed her four answer choices and gave immediate correct answer feedback. The first materials used were phonics exercises, but later other basal materials were used. By the time she was four, the child read at grade level 3.0, and when she was five and one half, she read at grade level 5.7.

Staats and others (1964) tested the effectiveness and durability of a machine-oriented reinforcer system, using three four-year-old children. The children were presented with phonics and visual discrimination activities in 20 minute sessions. Correct responses were reinforced by giving the children tokens which could then be traded for prizes. Behavior of the children remained steady over the 40 sessions, indicating that the system could control presentation and materials to the point that other variables in reading acquisition could be studied. The results also indicated that cumulative records of the system could provide sensitive measures of reading behavior.

Three studies in which programmed materials were used with kindergarteners demonstrate how varied such instruction can be. McDowell (1968) used programmed materials and several stimulus conditions with kindergarteners of comparable intelligence. One group had sound training as a stimulus, one had tactile training, and one had neither. Sound and tactile stimuli were reduced gradually throughout the study. It was concluded that kindergarten children can learn vocabulary using various stimuli, but neither sound nor tactile stimuli are required for word learning.

Watkins (1971) used commercially available programmed materials with five year olds just entering school in England. One group used the materials according to directions given in the teacher's manual. The other group received instruction from a teacher who taught the same content. After four months of 15 minute daily lessons it was discovered that while the programmed instruction group had learned one third of what it had been taught, the teacher instruction group had learned one half of what it had been taught. Greater fluctuation of performance was noted for children using programmed materials.

In sum, the amount of research dealing with formal preschool reading instruction is surprising, particularly when leading authorities contend that very little research has been conducted. Unfortunately, most of the research has been limited to the study of the effects of formal instruction in kindergarten and later first grade achievement. Another severe

limitation to the research is the fact that very few researchers have taken care in describing their instructional programs. Clearly, terms such as "formal reading instruction" and "customary readiness instruction" are meaningless. Moreover, when important variables such as time spent on teaching reading, precise instructional materials, measures to evaluate the effects of instruction, and the like are not reported, it is difficult to replicate programs or design subsequent research. As a result, the research findings on formal preschool reading instruction must be viewed with caution. As a matter of fact, it appears that the best that can be said at this point is that the research suggests that informal preschool reading instruction is just as effective as formal reading instruction. At least this conjecture must stand until more longitudinal research is reported. In other words, much more evidence is needed. We will return to this matter in our concluding statement.

## Effects of Preschool Reading Instruction on Affective Behavior

The major criticism that teachers level toward formal preschool reading instruction is that such instruction will in some way interfere with the child's social and emotional development. In fact, the folklore of early childhood education suggests a number of adverse side effects which might result from early formal reading instruction. The purpose

of this section is to consider these ill-effects in light of the research, if any, which supports them.

Formal Reading Instruction Robs the Child of His Young Years. A widely held belief among opponents to formal preschool reading instruction is that such instruction deprives the child of needed time for play and interaction with his peers. This belief, however, appears to be unrealistic if we consider devoting only about 20 to 30 minutes a day to such instruction. A more realistic perspective would seem to be that harm might result from what the child does during formal reading instruction and not from what he misses as a result of such instruction. To the say least, this criticism is very subjective. As a matter of fact virtually no research has been reported on the topic.

Formal Reading Instruction Causes Emotional Problems. A second warning given by opponents to formal reading instruction is that such instruction causes emotional problems. For example, Smith (1955) contends that it is possible that emotional problems stem from attempts to teach children to read at very young ages. Smith bases her position on reviews of more than 260 studies which indicate that the incidence of emotional problems in retarded readers ranges from 42 to 100 percent. It should be pointed out, however, that few of the children in the studies reviewed were exposed to formal preschool reading instruction. In other words, a causal relationship among reading disability, emotional problems, and

preschool reading instruction has not been demonstrated.

The warning that young children who are exposed to preschool reading instruction might eventually have emotional problems must come from research on teaching preschool children to read. Unfortunately, only one study has dealt with this topic.

Mason and Prater (1966) examined the psychosocial effects of formal reading instruction on kindergarten children by having an experienced first grade teacher provide reading instruction to a group of preschool children. A comparable group received a regular kindergarten program. Tests of reading readiness and personal-social adjustment administered after five months of instruction revealed that boys exhibited less acceptable classroom behavior as a result of reading instruction. However, it would be an overgeneralization of the results of this study to suggest that any relationship exists between early reading instruction and emotional problems. Much more research is needed.

Formal Reading Instruction Causes a Dislike for Reading. Early reading instruction has often been blamed for children's chronic dislike for reading. Clearly, presenting young children with reading tasks for which they lack prerequisite skills might result in a dislike for reading. On the other hand, presenting children with reading tasks for which they already have prerequisite abilities might result in the successful learning of reading. Moreover, experiencing

early success in reading might nurture a mature kind of motivation for learning reading skills. This kind of motivation might well sustain children through the unavoidable difficulties they will experience later in learning reading skills. Once again, however, little research has been reported on this important topic.

In one study dealing with the effects of early reading instruction on attitudes, Sutton (1965) provided preschoolers with 15 minute periods of reading instruction every day of the school year. At the end of the year, one third of the children were able to read preprimer material. Of particular interest, however, was the fact that the majority of the children viewed reading ability as evidence of advanced maturity and as a tool for learning and were anxious to learn more about it.

Kelley (1966) in another study, provided formal reading instruction for one group of kindergarteners but not for another group. At the end of the school year reading tests and attitude scales were administered to all children. The reading group had far better reading ability than the non-reading group. Attitude scores were found to be related to readiness. Also of interest was the fact that highly intelligent children in both groups had better attitudes than other children.

Formal Reading Instruction Depresses Independence and Creativity. Another widely held belief among teachers

is that formal preschool reading instruction depresses independence and creativity. Although this belief has been widely accepted among opponents to preschool reading instruction, it has not been substantiated by research. Consequently, we shall consider this topic in light of our experience.

Indeed, formal reading instruction is highly controlled and makes great use of repetition and patterned responses. It has been our observation that children exposed to such instruction demonstrate an increase in the spontaneity with which they approach new reading tasks.

With regard to creativity, it does seem that the traditional informal reading instruction found in most preschools provides children with opportunities to think creatively. On the other hand, from what we know about fostering creativity it would seem that formal reading instruction might be used as a means to challenge or teach the child to think creatively.

As our conclusions suggest, the fear surrounding the possible ill-effects of preschool reading instruction appears to be unfounded. In more cases than not, the side effects of preschool instruction appear to be more beneficial than harmful. From the point of view of emotional and attitudinal development, perhaps the most beneficial side effect is that children tend to develop pride and confidence in their ability to learn to read. Consequently, formal reading instruction might be an alternative for better adjustment toward academic work in later years.

## Educational Television and Preschool Reading Instruction

Most teachers are aware of the fact that the cost of preschool reading instruction for all children is almost prohibitive. Educational television, however, may represent a financially feasible alternative. The most recent undertaking in educational television for the preschool child is Sesame Street, a production of the Children's Television Workshop, which is televised over most educational television stations in the United States. Founded by Mrs. Joan Cooney and financed by the Carnegie Corporation, the Ford Foundation, and the U.S. Office of Education, Sesame Street was first presented in November of 1969. The program makes use of the principles of repetition and discontinuity. Brief sequences, lasting no more than six minutes, present information on body parts, geometric forms, relational concepts, and various skills related to reading. This broad scope of skills is taught in a multitude of ways by a variety of characters, ranging from the main human personalities in its integrated cast to cartoon-animated characters, and most effectively by the various moppet puppets, mainly Kermit the Frog, Ernie and Bert, and the "Cookie Monster." Quick and unrelated segments are presented in tachistoscope fashion and are based upon the style of television commercials that have been so effective with young children. The viewer, during these one minute commercials, is bombarded with flashes of numbers and letters

which sponsor the program for the day. The popularity of the broadcast is revealed by its Neilson ratings which estimate its preschool viewing audience at over six million viewers daily.

Undoubtedly, Sesame Street is a popular success: the viewing audience has doubled and the series is now being aired in over 20 foreign countries. More important, however, are the positive results of the evaluation of the programs.

After an extensive analysis of the data collected by the Educational Testing Service, Ball and Bogatz (ED 047 823) made the following conclusions: (1) Sesame Street has demonstrated that television is an effective medium for providing instruction for preschool children, (2) children who watched the most programs learned the most, and (3) the best learned skills were skills receiving the most program time.

Not all the observations of Sesame Street have been positive. Many educators have argued that a number of valuable objectives for preschoolers were excluded from the series. Of course, this is a subjective criticism. If any evaluation of Sesame Street is to be legitimate, it must be made with respect to the objectives of the program.

The first major criticism of Sesame Street stems from a study reported by Sprigle (1971). In this study, Sprigle assigned 24 pairs of children to an experimental or control group. The experimental group viewed Sesame Street and was involved in all additional activities suggested by the

Children's Television Workshop. Instead of viewing Sesame Street, the control group spent an equal amount of time in other learning activities. Surprisingly enough, Sprigle found that the experimental group failed to perform significantly better than the control group on the Metropolitan Readiness Test administered at the beginning of first grade.

It should be noted that an experimental design, as Sprigle admittedly utilized, is inappropriate for evaluation. Obviously, there exist other treatments less effective, equally effective, or more effective, than Sesame Street. The purpose for evaluation is to make decisions. At least one factor which influences educational decisions is cost. Unfortunately Sprigle failed to interpret his data in light of the cost of the experimental and control treatments. In other words, if two programs are equally effective, one might just as well select the less expensive of the two. Space does not permit a more detailed discussion of other methodological issues related to this study.

Also surprising (to Sprigle) was that advantaged children learned 15 percent more than disadvantaged children. It seems reasonable to believe that an effective program would increase the variance between advantaged and disadvantaged. In short, children with the more developed base for learning should be expected to learn more at a more rapid rate.

The second source of doubt concerning Sesame Street deals with the Educational Testing Service's evaluation

mentioned earlier. In this study children were selected on the basis of being either socially advantaged or disadvantaged. The sample was then administered a pretest based on Sesame Street's instructional objectives. Following the Sesame Street series, subjects were placed in four groups, based on viewing patterns. Group One had viewed Sesame Street less than once per week. Group Two had viewed it at least twice per week. Group Three had viewed the programs at least four times per week. Finally, Group Four had viewed more than five programs per week.

The results of posttest scores revealed that children who had viewed the series the most learned the most. These results should, however, be viewed with caution. Once again an experimental design failing to meet the assumptions of parametric statistics was employed and the conclusions of the study are based on gain scores. Other weaknesses in the study are reported by Ingersoll (1971).

To summarize, preschool reading instruction through educational television has been accepted by the public and by many educators with some enthusiasm. The effectiveness of instruction through this medium has been praised and questioned, sometimes with more passion than objectivity. The educational community would be well advised to withstand judgment on the effectiveness of this approach until additional evidence is offered. For example, it is not clear how first grade programs should be articulated with the content of preschool reading instruction provided by television.

Moreover, the real worth of this method must be determined by longitudinal studies.

## Teacher Aides and Preschool Reading Instruction

Many preschool teachers cry out for assistance in meeting the needs of their pupils. Quite often they want teacher aides to join them in their classrooms, meeting and working with students who need special help in reading readiness or reading instruction.

The effectiveness of teacher aides in preschool reading programs has been examined in a few studies. In general, the help of aides has resulted in greater achievement, perhaps because of increased attention to individual children.

Kindergarten classes having none, one, or five teacher aides were studied by Goralski and Kerl (1968). Teachers and aides received in-service instruction to help them understand the role aides might play in preschool reading programs. When readiness tests were administered to children in all classes, it was found that classes with one aide had the highest scores, followed by classes with five and no aides. Apparently, teacher aides can help children become ready to read, but too many aides can hinder learning.

One way of finding teacher aides and also of involving parents in school programs is to use parents as tutors. Keele and Harrison (1971) used parent tutors with one group of kindergarteners and first graders and student tutors with

another. Tutors were trained and given manuals to follow. For six weeks tutors worked with children, teaching letter naming, sounding, and blending. Tutoring was effective in improving children's readiness test scores, and parents and students were equally effective as tutors in this structured program.

In a less structured program, Niedermeyer (1970) instructed parents in the use of exercises involving words, beginning and ending sounds, and blends. The exercises appeared in packets which children brought home from school at the beginning of each of the program's 12 weeks. Some parents were told they would be held accountable for their children's progress and they were given frequent feedback on performance. Children who participated in the program performed better than children who did not, particularly when their parents had received feedback and felt responsible for their children's success. The investigators concluded that parents can assist children in readiness activities and that the degree of organization of a parental program is a factor in its success.

In summary, the research on the use of teacher aides in preschool reading programs reveals that teacher aides and parents can be used effectively. Success appears to be enhanced when the teacher has only one aide to manage. As might be expected, structure and feedback have a positive effect on the performance of teacher aides. Consequently,

it is wise that the teacher and teacher aide plan their activities together.

## Conclusion

In the preceding sections, an attempt was made to acquaint the teacher with the research on preschool reading instruction. We presented questions of interest to the teacher and proceeded to discuss the literature most pertinent to those questions. In this concluding segment, we would like to reflect on those questions by way of criticism and suggestion.

And now the key note question: Should age and/or readiness be factors in determining whether to commence preschool reading instruction? Frankly, the only perspective from which to view this question is that the research very definitely indicates that preschool children can and do learn to read.

A question that is not so easily resolved deals with whether informal or formal readiness experiences are more appropriate for preschool children. The literature reveals that both have positive effects on readiness for reading and reading achievement. Probably, the best way to answer this question is to ask the following question: To what extent are teachers ready to articulate the formal preschool reading program with the first grade reading program? Obviously, if the formal reading program is not commensurate with the first

grade reading program an informal program would be more desirable. If, on the other hand, first grade instruction systematically builds upon what the child has learned and first grade teachers are willing to provide individualized instruction for the child who acquires reading skills early, a formal program might be more desirable.

Now, the question that has served as a springboard for a great deal of discussion: How effective is formal reading instruction at the preschool level? Research reports indicate that formal preschool reading instruction is effective. In fact, is is apparent that many preschool children respond to and enjoy actual reading instruction. We would like to hastily add, however, that we really know very little about formal preschool reading instruction. As a matter of fact, in more cases than not formal preschool reading instruction is achieved by simply moving the first grade curriculum downward. Certainly, moving first grade reading instruction downward does not constitute a desirable preschool reading model. Formal preschool reading instruction should be guided by principles of learning and development rather than by existing first grade models.

The above argument notwithstanding, we would like to point out that we actually know very little about the scope of formal preschool reading instruction. That is, what skills should be taught? The same is true of our knowledge concerning the task steps the child must go through to acquire

reading skills.

Closely related to the above statements is the fact that we have not identified the age placement of reading skills. In other words, we do not have answers to the following questions.

1. What reading tasks can the preschool child learn with reasonable success?

2. What student characteristics are prerequisite to the preschool child's mastery of a given reading task?

3. What prerequisite characteristics are amenable to training?

4. What alternative training procedures can be imposed upon children who lack the prerequisites for learning reading tasks?

Another area which we know little about is the timing of preschool reading instruction. What we mean here is how fast each reading skill should be taught. Within this same area, we do not know the following: (1) how long a session of formal reading instruction should last, (2) with what frequency should preschool children be exposed to sessions of formal reading instruction, and (3) whether training on particular activities should be continued until all task steps related to a particular reading skill are mastered to a reasonable degree of efficiency.

Moving on to another important area, it seems safe to say that we are limited in our knowledge about how reading

skills should be taught at the preschool level. In other words, we need more information on the various methods which could be used to teach the preschool child so that he can master reading skills more efficiently, Similarly, we need to define which method would enable the child to master a particular reading skill most efficiently.

There is also disparity in our knowledge about the instructional materials through which each reading skill should be taught. In short, what are the various instructional materials which could be used to teach the preschooler so that he can master reading skills more efficiently? Which instructional material would enable the young child to master a specific reading skill most efficiently.

Another area about which our knowledge is severely lacking concerns the sequence in which reading skills should be taught to the preschool child. To be more precise, given a series of reading skills to be taught to the preschool child: (1) what is the order relation or dimension underlying these skills?, (2) which of these order relations can be altered?, and (3) if the order relations of these skills can be altered, what sequence would be most conducive to most efficient mastery of these skills?

Finally, our knowledge concerning organization for preschool reading instruction is close to nil. Since research has only scratched the surface on this important area, we should make every attempt to determine the most effective

procedures for deploying staff and facilities in order to create an environment most conducive to the preschool child's mastery of reading skills.

Of course, information on the above areas can only be provided by an enormous amount of tedious and systematic research. Investigators exploring the efficacy of formal preschool reading instruction have been less than systematic in their research. Consequently, the answer to the question "how effective is formal reading instruction at the preschool level?" must be answered ambiguously. In many situations such instruction is definitely profitable. In other situations it is not. We just do not have the information available at this time which must serve as the knowledge base for answering this question.

A perennial red herring in the literature on preschool reading instruction is whether such instruction has an adverse effect on the affective behavior of young children. At least this is the criticism most often raised by critics of preschool reading instruction. It is this writer's conclusion that this criticism is rather passionate, stemming from subjective opinion rather than objective observation. As a matter of fact, the preponderance of information available on the subject indicates that preschool reading instruction has a neutral effect on affective behavior. This should not be interpreted to mean harmful effects are not possible, however. We need much more research on this question.

What evidence is there that a child who truly learns to read prior to first grade will achieve better in reading during later years? The obvious answer to this question is that there is very little evidence. As noted earlier, most researchers discontinue their research after children enter first grade. As a result it is virtually impossible to provide a meaningful answer to this question. The Denver Study, however, is an exception. It will be remembered that the Denver Study revealed that children maintain reading gains through grade six. Other than this study, longitudinal research has just not been done.

To what extent is there evidence that formal preschool reading instruction is sufficiently effective that its practice should be widespread in kindergartens, nursery schools, and other so-called preschool education environments? Given the situation where one strongly advocates preschool reading instruction, the answer to this question would still have to be that there is very little evidence. The main reason for this point of view is the fact that most schools are simply not prepared to take advantage of the early reading achievement children make in preschool. In more cases than not, this situation could be obliterated by in-service education. Until schools are ready to respond appropriately to children who learn to read early, there is really no reason for such instruction to be widespread.

What about preschool reading instruction through educational television? It is our conclusion that it should be encouraged for a number of reasons. First, the cost is not prohibitive. Second, it reaches great numbers of children. Third, it reaches children at all socioeconomic levels. Fourth, children seem to enjoy it. Last, the instructional content of programs such as Sesame Street is available for analysis by educators. Consequently, there should be no problem for the schools to blend first grade content with the content of preschool television.

What about the role of teacher aides and parents in the preschool reading program? The answer to this question is obvious. These people, if used properly, add to the success of the preschool reading program. Moreover, when these people are used the community is involved.

Briefly then, we have attempted to present a dispassionate review of the literature on preschool reading instruction. No doubt, the proponents and opponents of preschool reading instruction would like to provide rejoinders to our review and conclusions. Since it is not possible for them to reply, we would like to make two statements. Our review of the literature supports these statements. First, negative criticism of formal preschool reading instruction is invalid so long as the social, emotional, and creative potential of the children involved is maintained. Second, negative criticism of formal preschool

reading instruction which does not force children in the direction of acquiring reading skills for which they have not fulfilled the prerequisites, and which does not disregard the social, emotional, and creative potential of the children, is not valid.

# CHAPTER 3

## READING READINESS AND EARLY READING INSTRUCTION: SUGGESTIONS FOR TEACHERS

As noted earlier, change has become the by word in preschool reading instruction. Thus, there has been almost continuous controversy concerning whether preschool children should be exposed to informal reading readiness instruction or formal reading instruction.

Many teachers believe that the primary goals of preschool instruction are to enhance the development of the preschool child in the following areas: social development, emotional development, motor development, language ability, visual perception, auditory perception, desire to read, and work habits. As a rule learning activities are provided for children on an informal basis as their needs and interests emerge. As might be expected, the effects of informal activities on learning are assessed informally, usually by teacher observations and ratings.

In contrast to the above situation, many teachers believe that preschool children are ready to learn to read. Therefore, these teachers propose that reading readiness and formal reading instruction be provided for children through carefully planned sequences of activities designed to enable children to achieve pre-determined reading goals. In more cases than not, reading goals are translated into behavioral objectives. As might be expected, the effects of such instruction are evaluated in terms of the learner's performance

In other words, the child demonstrates that he has accomplished a particular reading objective by the way he performs in a given situation.

The purpose of this section is to provide the preschool reading teacher with ways of managing both informal and formal reading instruction. First, informal activities for reading readiness and reading instruction will be presented. Next, behavioral objectives for formal preschool reading instruction, along with suggested instructional activities, will be discussed. Then, a discussion of ways to group children for reading will be discussed, followed by suggestions for motivating children for reading. Last, we will present a discussion of commercially produced materials which are available for preschool reading instruction.

## Informal Reading Readiness: Suggestions for Teachers

As most teachers know, readiness for reading instruction does not arrive at any particular chronological age. It is nurtured. It is possible for teachers to play a very real part in the development of reading readiness. The preschool reading readiness program should be thought through carefully. Although the ideas which follow are not exhaustive, they may serve as a beginning point for readiness instruction and suggest ways of making the reading readiness experiences of preschool children challenging and worthwhile.

As mentioned earlier readiness to read is positively related to the habituation of certain behavior and to the development of certain skills and appreciations. Among these habituations and skills are: (1) language ability, (2) motor ability, (3) visual perception, (4) auditory perception, (5) a desire to read, and (6) good work habits. It is possible to develop these habituations and skills through many activities.

Suggested Activities for Developing Reading Readiness. The following activities are suggested for developing reading readiness in the six previously mentioned areas.

A. Activities for developing language ability

1. Conversations between teacher and child, and child and child, with the child taking the initiative and doing the greater part of the talking.

2. Story telling of old familiar ones such as The Three Bears, Red Riding Hood, etc., in which the child has an opportunity to tell a story he knows or to participate by saying with you what the wolf said, etc.

3. Dramatic play of planned and unplanned types (playing house, train, airplane).

4. Choral speaking using Mother Goose rhymes and other familiar and unfamiliar poems.

5. Use of children as messengers to other rooms and to the office.

6. Discussion about the pretty books in the room, and how we can use them with the child making suggestions along with the teacher.

7. Allowing the individual child time to think and respond without apparent hurry on the teacher's part.

8. Discussion by children of interesting pictures or treasures from home giving help in increasing the content and length of sentences.

9. Classification of objects. Children make charts of pictures illustrating general ideas, such as fruit, vegetables, furniture, animals, things mother does, etc.

10. Games using adjectives. Distinguish different kinds of balls, chairs, toys, etc., such as small, little, red, water, etc. Pretend and act out adjectives such as happy, kind, old, etc. Describe each others clothes.

11. Story telling with emphasis on sequence--"What do you think happened next?" "How would you end this story?"

12. Children arrange story pictures in proper sequence. Tell the story the pictures tell.

13. Encourage children to create original stories, rhymes, riddles, individually or as a group activity.

14. Finger plays, dramatic games

B. Activities for developing motor ability

1. Rhythmical work with music such as skipping, hopping, and dancing

2. Drawing on large figure forms

3. Construction work

4. Trace around a form as circle, square, keeping on a line.

5. Cut out forms, trying to cut on the lines.

6. Fit objects together using nested cubes, peg-board, simple jigsaw puzzles, etc.

7. Finger painting

8. Modeling with clay, sawdust crunch, and plasticene

9. Puppet plays

10. Work with blocks, pounding board, manipulative games, puzzles, construction materials

C. Activities for developing visual perception

1. Place several small familiar objects on a table covered by a cloth or a paper. Remove cover exposing for a few seconds. Replace cover and ask children to name as many objects as they can. Gradually increase the number of objects.

2. Place several objects under a cover on the table. Expose for a few seconds. Have children close their eyes while one object is removed. Rearrange the remaining objects. Expose again and try to recall the missing object.

3. Expose a single large pattern for a few seconds. Remove and have children draw from memory.

4. Expose a picture containing a number of items. Remove the picture and have children name as many items as they can remember seeing.

5. Describe some object and have children guess what it is. For example, "I am thinking of something with large ears, pink eyes, short tail," etc. Have the children visualize while object is being described. Describe to a child, his clothes and appearance.

6. Have children match objects, colors, numbers, words.

7. Put together jig-saw puzzles.

8. Have children count or name rows of objects left to right. Count with finger, then count with eyes alone.

9. Use audio-visual aids.

D. Activities for developing auditory perception

1. Listen to familiar rhymes. Allow children to give the rhyming words.

2. Listen to musical tones. Tell which is higher, lower, alike, softer, louder, etc.

3. Listen to recording and interpret the rhythm. Clap, march, skip, tip-toe, do what the music tells you.

4. Listen to and identify different sounds such as wind, insects, bells, whistles, street noise.

5. Have children identify words they hear which begin alike, end alike.

6. Answer riddles by selecting the correct answer from pairs of words which sound alike.

7. Have children listen to specific directions and follow the instructions exactly.

8. Guess disguised voices, hidden sounds.

9. Many listening games, as choosing one child to be "it" and the group echoing sounds he makes.

10. Use records or tapes which have recorded sounds.

F. Activities for creating the desire to read

1. Call the attention of the child to his name and that of others, to labels and posters around the room to show him the real need for reading.

2. Have the child match his name card with the one on the bulletin board.

3. Use attractive picture books, looking at them with the children and encouraging comment.

4. Begin a sentence about a well-known object and let the child finish it.

5. Read parts of a story to the children and give them an opportunity to end the story as they think it will end, then read the author's ending.

6. Read stories and poems to them often.

7. Show your love and respect for books by the way you use them.

8. Show the child how to open a book, how to turn pages and to care for the books.

9. Show pleasure when a child asks about books.

10. Use audio-visual aids.

11. Call attention to traffic signs, billboards, television ads, etc.

12. Use library card.

13. Use books for reference to help children learn to know books as helpful sources of information.

G. Activities for developing good work habits

1. Have child learn to:

a. Finish a task before leaving it.
b. Work steadily without dawdling.
c. Clean up when task is completed.
d. Have simple tasks which he does daily and for which he is responsible as a group member.

2. See that each child gets satisfaction from his work experiences.

a. Praise honest effort.
b. Show pleasure when child has success--when he shows improvement.
c. Give him positive suggestions of what to do to improve--avoid "don't" when efforts are unsuccessful.

3. Allow children opportunities to share their work with others. Help them learn to appreciate work done by others of the group.

Informal Reading Readiness Summarized. The previous discussion has provided suggestions for providing experiences which will provide children with the necessary requisites for reading instruction. After providing readiness activities for children, many teachers are still in doubt as to whether their children are ready for actual reading instruction. Perhaps the following skills checklist will provide the teacher with information on whether children are ready for reading. Certainly, when a child has mastered these skills, he is capable of succeeding in formal reading instruction.

## Reading Readiness Skills Checklist

Name_____ Class_____

| Skill | Mastery Yes | Mastery No |
|---|---|---|
| 1. Can note similarity in objects, signs, words, etc. | ___ | ___ |
| 2. Can note differences in detail in similar objects as three like children with one different. | ___ | ___ |
| 3. Knows differences in orientation: which are going a different way, which are going left, right, which are going above, below, which are short, long. | ___ | ___ |
| 4. Can note differences in words as boy, boy, bag, boy. | ___ | ___ |
| 5. Can hear rhyming words. Clap hands when they hear the word which rhymes with hot. | ___ | ___ |
| 6. Can hear words which do not rhyme with a named word. | ___ | ___ |
| 7. Can hear which word begins with a different letter as: car, candy, boy, cap. | ___ | ___ |
| 8. Can say the words in a group which begin with same letter as: baby, come, took, cup. | ___ | ___ |
| 9. Can supply a rhyming word. | | |
| 10. Can match objects with a picture. | ___ | ___ |
| 11. Can match words as: in, it, in, is | ___ | ___ |

Reading Readiness Skills Checklist, (continued)

| Skill | Mastery Yes | Mastery No |
|---|---|---|
| 12. Can match letters with a printed letter as P--LTUPM | ___ | ___ |
| 13. Visual memory of objects. Can find an object flashed from several in a group. | ___ | ___ |
| 14. Can find a letter from memory of a flashed card. | ___ | ___ |
| 15. Can arrange a picture story with events in correct sequence. | ___ | ___ |
| 16. Can answer questions about a story which has been read. | ___ | ___ |
| 17. Can retell in simple words, supplying main details, a story which has been read aloud. | ___ | ___ |
| 18. Can remember the names of and be able to point out objects common to young children. | ___ | ___ |
| 19. Can come before the class and tell about some personal experience so the group may enjoy it. | ___ | ___ |
| 20. Can interpret language through sound, as in choric speaking, dramatization, and singing. | ___ | ___ |
| 21. Can gather, use and understand new words learned through new daily experiences. | ___ | ___ |
| 22. Can recognize the colors of the spectrum. | ___ | ___ |
| 23. Can distinguish right and left. | ___ | ___ |

After the teacher has provided readiness experiences for children and made careful observations of the skills they have mastered, she will probably recognize that a number of children are ready for actual reading experiences. The teacher may, however, be opposed to exposing children to commercially prepared reading materials. Nevertheless, failure to provide reading experiences for children who are ready is unfair. As a compromise, the teacher might consider using the language experience approach to beginning reading.

Before providing suggestions for using the language experience method, we would like to point out that it has several advantages. For example:

1. The reading materials are related to the child's experiences, making for a high degree of motivation.

2. Reading for meaning is stressed.

3. Complete sentences are used, allowing for emphasis on context clues.

4. Charts permit flexibility of content of reading material.

On the other hand, this approach also has a number of disadvantages. For example:

1. It is difficult to control vocabulary.

2. Basic sight words may not be repeated often enough for mastery.

3. When used exclusively it takes much time.

4. It is difficult to adapt this type of instruction to needs and abilities of all children.

5. It encourages memorization rather than mastery.

Steps in Teaching a Language Experience Story. As most teachers know, the language experience approach usually results in a chart or story about a specific topic. The following procedures are offered as a guideline for providing reading instruction through the language experience approach. The suggested time span for developing this activity with young children is nine weeks.

I. Step One: First Three Weeks

Procedure

1. Readiness

a. Read a story to the children.
b. Show the story pictures in the story.
c. Talk about the story with the children.
d. Ask the children questions about the story.

or:

a. Show the children a film or filmstrip.
b. Let the children discuss the film.
c. Let the children "act out" the story.
d. Ask the children questions about the story.

or:

a. Play a record for the children.
b. If the record tells a story, ask the children about it.
c. If the record teaches a song or dance, let the children sing or dance as the record says.

or:

a. Talk to the class about something which all or most of the children know about. This might be the time of year, classmates, etc. Then say something like, "Boys and girls, now we are going to write a story about what we have just said. You tell me the story, and I will write down what you say."

2. Title

   a. Ask for the name of the story. You might say, "What can we call our story?" Usually the children will select a title. If they cannot decide upon a title, let them choose from several titles.
      For example, "What do you think would be a good title for our story?"
      More than one title may be given. If this is the case, you might say, "Let's choose between Jane's title, "Going to Town", and Frank's title, "Downtown".
   b. Let each child know that you appreciate what he has said, such as, "Thank you, Tom. That is a good title."
   c. When the title has been selected, print the title on the chalkboard.

3. Story

   a. Ask the class for the first line of the story. Several children may talk at the same time. If they are saying the same thing, write a four or five word sentence about what they are saying. You may call on different children to give you a sentence for the story.
   b. Write the rest of the story the same way. Remember to keep the sentences and the story short.
   c. Say each word as you write it on the board.
   d. When the children have told you the story, read it to them.
   e. Point to each word as you read it aloud.
   f. Next, have different children read the story, one sentence at a time, to the rest of the class.
   g. Be sure to tell a child the right word when he miscalls the word.
   h. Write the story on a large chart.

4. Review

   a. Have the children reread the story at different times. Have the children point so that when you read (exactly the same order of words that they point to) the story "comes out" right.

5. Follow-up

   a. Give the children 8" by 12" pieces of blank paper.
   b. Point to a letter on the chart.
   c. Tell the children the name of the letter.
   d. Tell the children to write the letter on paper.

e. Check each child's work.
f. Correct the work, if necessary.
g. Do no more than one to three letters in a day.

Materials:

Chalkboard - chalk
8" by 12" sheets blank paper
Large chart paper - felt pen

II. Step Two: Second Three Weeks

Procedure

Same as Step One, except the teacher writes the story on chart paper instead of the chalkboard.

1. Follow-up

a. The teacher points to a word she had written on the chart.
b. She tells the children the word.
c. She writes the word on a blank card.
d. The teacher calls on several children to match the word card with the word in the story.
e. The same thing is done with several words.
f. The teacher gives the children blank cards.
g. The teacher points to a word, tells what it is, and asks the children to write it.
h. The children write the word on blank cards.
i. The teacher checks the students' work.
j. Several words are written this way.

Materials:

Chart paper - felt pen
Blank word cards - pencils

III. Step Three: Third Three Weeks

Procedure

Same as Step One except story is written on chart paper.

1. Follow-up

a. Teacher writes sentences in the story on blank sentence cards.

b. Students put sets of word cards into the same order as the words in the sentence.
c. Students match sentence cards with sentences on chart.
d. Students put sets of sentence cards into the same order (top to bottom) as the sentences on the chart.
e. Students read the sentences to the class.
f. The teacher gives the students blank sentence cards.
g. Students are told which sentence to write from the story.
h. The teacher checks the students' work.
i. Students write several other sentences from the story in the same way.

Materials:

Chart paper - felt pen
Blank sentence cards - pencils

IV. Possible Topics for Class Experience Stories

1. The Trip to School Each Morning
2. Going Shopping
3. How to Buy Something
4. The Principal
5. A School Day
6. Jumping in a Mud Puddle
7. Sound of the Rain
8. Our Favorite Pets
9. What to Look for in the Sand
10. How to Buy Food at the Store
11. The Longest Day of the Year
12. The Best Time I Ever Had
13. My Best Friend
14. Cars
15. Making Wishes
16. The Best Stories
17. The Last Time It Rained
18. What We Can Do with Pencils and Paper
19. Cowboys and Indians
20. The Best Thing about School
21. Blowing up a Balloon
22. The Train
23. Toys I Like
24. The Day the Sky Fell
25. T.V. Time
26. Things to do for Fun
27. Riding a Bicycle
28. Running Down the Hill

29. Games We Play
30. What I Would Like to Be
31. Grown-Ups
32. Kinds of Spots
33. How to Save Money
34. How to Buy Candy
35. Flowers
36. Boys and Girls in Our Class
37. The Big Sun
38. What is Hot?
39. What is Big/Little
40. What to Do with Hot Water
41. What the Moon Looks Like
42. What We Do When We Hear Music
43. Sleep
44. Some Good Songs
45. How to Read
46. What I Want to Do Most of All
47. Walk Down the Hall
48. Why We Go to School
49. Good Things to Eat
50. How to Build a House
51. What I Can Do with a Wagon
52. How to Make Good Mud Pies
53. Feeding the Dog
54. This Much is an Hour
55. Why We Have Names
56. What is Fun
57. Riding a See-Saw
58. How to Draw a Pretty Picture
59. Things I Like to Do
60. Going Fishing
61. How to Get Dirty
62. Wash Day at Home
63. What I do at Home
64. Rolling in the Grass
65. Difference in Living on the Farm and in Town

## V. Examples of Experience Charts

There are different types of experience charts. Below are examples of several types of charts. The The narrative chart is the most common experience chart.

### 1. Narrative Chart

We went to the store.
We bought some food.
We paid for it.
We went home.

2. Suggestion Chart

See a film.
Write a story.
Play a game.
Listen to a story.

3. Class Rule Chart

Help each other.
Do not disturb others.
Plan our work.
Finish our work.

4. Planning Chart

Learn to read.
Learn our alphabet.
Play.
Draw pictures.
Listen to stories.
Learn our numbers.

5. Diary Chart

August 26: We started to school.
October 31: We had a Halloween party.
November 28 & 29: We had Thanksgiving holidays.

6. Direction Chart

Write your name at the top of the page.
Draw a ball.
Color a ball red.
Draw yourself playing with the ball.

7. Fanciful Story Chart

One day we were playing.
A big bear said, "Can I play, too?"
We said, "Yes, you can."
We played with the bear all day.

8. Poetry Chart

"A little boy
bought a toy." by Tom

"If I turn blue,
what shall I do?" by Mary

Behavioral Objectives for Formal Reading Readiness and Reading Instruction. As indicated earlier, the primary goal of informal reading readiness and reading instruction is to meet the emerging needs and interests of children with informal activities. In contrast, the goal of formal reading readiness and reading instruction is to provide carefully sequenced and planned activities which enable the child to reach pre-determined reading objectives.

As a rule, the objectives for formal reading instruction are stated in behavioral terms. In other words, the specific behavior to be observed and the conditions under which that behavior will occur are precisely identified. Parenthetically, we might point out that the most frequently used argument against behavioral objectives is that they inhibit or make instruction too mechanical. Of course, this is not true. A behavioral objective merely identifies how the child is expected to behave as a result of instruction. The learning alternatives and activities for reaching behavioral objectives are left to the teacher. Thus, the teacher has every opportunity to provide creative instruction for children. In short, the use of behavioral objectives does not dictate the instructional procedures the teacher might use.

The following list of behavioral objectives, along with very brief suggestions for instruction, is provided for teachers who wish to implement formal preschool reading

readiness and reading instruction. The teacher will immediately recognize that these objectives range from very simple reading behaviors such as book handling to very complex reading behaviors such as recognizing literary forms and techniques. We do not mean to suggest that all the reading behaviors identified should be expected of all children. On the other hand, the teacher might find that many of her children are capable of responding to instruction designed to reach a great number of these objectives.

The list is comprised of over 100 objectives organized into the following categories:

1. Following Directions
2. Dramatizing
3. Being Read To
4. Book Handling
5. Persons and Names
6. Visual Discrimination
7. Auditory Discrimination
8. Attempts to Read
9. Sound-Symbol Correspondence
10. Word-Meaning and Vocabulary
11. Concepts
12. Details
13. Sequence
14. Main Ideas
15. Characterization
16. Literary Forms and Techniques

We also hasten to add that this list of objectives is not meant to be exhaustive. It should also be pointed out that the categories represent this writer's bias. Regardless of their limitations, however, this list of objectives should provide a starting point for teachers to begin formal reading readiness and reading instruction. No doubt, it will be necessary to add to or subtract from the list, depending on the local situation.

## Following Directions

Objective: Given an oral direction in a one-to-one situation, the student will correctly carry out the direction.

Give the student three pieces of paper cut into different shapes: A square, a circle, and a triangle. Place in front of the student a form in which he can correctly place the shapes.

Ask the student to place the square in the area in which it will fit best. Ask the student to place the circle in the area in which it will fit best. Ask the student to place the triangle in the area in which it will fit best.

Objective: Given an oral direction in a group situation, all students will correctly carry out the direction.

Tell the students they are going to play a game called "Up and Down." Ask the students to form a circle; help them to form a circle if necessary. Ask the students to listen carefully to the directions. Give them the following example and illustrate what they do. My head can go up and down--nod head up and down. Start with head and work down to feet.

My head can go up and down.

My arms can go up and down like a bird flapping its wings.

My feet can go up and down like marching in a band.

My body can go up and down when I jump.

Other, e.g., fingers, toes, nose, tongue, etc.

Objective: Given a three-step oral direction in a one-to-one situation, the student will correctly carry out the direction.

Give the student the following three items:

1. A flower pot or empty milk carton or box.
2. A large piece of styrofoam, cotton, soil, crumpled newspaper.
3. A plastic flower, or paper flower with stem.

(a) Ask the student to pick up the flower pot.

(b) Ask the student to put the styrofoam (soil) into the pot or carton.

(c) Ask the student to put the flower into the styrofoam which is in the pot.

Objective: Given a three-step direction in a group situation, all students will correctly carry out the direction.

Tell the students that there are three objects in front of them (each student should have three beads, buttons, or any desired group of objects as long as they are all alike). Ask the students to pick up one button and put the button under the chair in which they are sitting, or on the floor. Ask the students to take the second button on the table in front of them and put it in the box which is in the middle of the table. Ask the students to put the third or last button on the chair on which they are sitting.

Then ask the students to look on the table where the three buttons were. Ask the students how many buttons are on the table in front of them now.

Objective: Given a direction to be carried out at a later time, the student will correctly carry out the direction.

Give the student an M & M or piece of candy. Tell the student that before he can eat the candy he must walk to the door, open it and then he can eat the candy.

## Dramatizing

Objective: Given a picture or story, the student will exhibit an observable spontaneous reaction to the picture or story.

Read the following story to the student. Ask the student to think about how the clown's face looks as the story is read. On the second reading ask the student to use his own face to show how the clown's face looked.

1. Pogo the jumping clown was sleeping in his bed. The other clowns were going to play a joke on their friend. They took a long feathery feather and began tickling Pogo's nose.

2. Pogo's friends were always playing tricks on him. One day they thought it would be fun to paddle Pogo when they were playing. Pogo couldn't sit down the rest of the week.

Objective: Given a group of students engaging in finger play, the student will observe the others with interest.

Ask a group of students to repeat the following rhyme, illustrating it by using their fingers.

Ask children to close their hand and form it into a fist, then hold up themb--and say:

I am a thumb and can act like a drum and go
rumba, dum, dum.

Ask students to move thumb up and down as if playing a drum.

Hold up second finger and say: The pointer and the thumb can go clap, clap, clap.

Ask students to clap thumb and pointer.

Middle finger--say: Now we are three and my fingers are almost free.

Ask the students to wiggle the three fingers.

Fourth finger--say: Here comes number four, only one more.

Ask students to hold up fourth finger.

Fifth finger--say: Up comes the pinkey as quick as a winkey.

All fingers are up.

Objective: Given a story to be read orally by the teacher, the student will independently assume the role of one of the characters.

Read the following story to the students. Ask the students to pretend that they can look and act like the character in the story.

The lion awoke when the sun came up. He rubbed his eyes with his paws and opened his mouth so wide he could almost swallow the world as he yawned. He suddenly jumped up. Out of the corner of his eye he saw food. As fast as a streak of lightning he began to run, run, faster, faster,

but he wasn't fast enough. Breakfast was quicker than he.

Objective: Given a familiar story, the student will choose and act out the role of one of its characters.

Read or tell the story of "Goldilocks and the Three Bears." Ask a child to act out the role of Goldilocks or any one of the three bears.

Objective: Given several oral examples of stories, the student will orally compose an original story.

Read the following sample stories to the student:

1. The furry white rabbit hid in the snow white forest until the hungry red fox had disappeared.

2. On an old apple tree was the biggest, reddest, most beautiful apple I had ever seen. I wanted it so much. But how could I get to it?

3. When I go to sleep the room is dark and quiet. That is the time when the shadows on the wall start to look like giant monsters in the night. As soon as I see them I quickly grab my blanket and put it over my head. Now I'm safe.

## Being Read To

Objective: Given a reading period in which the teacher reads to a small group of students, the student will readily attend the small group.

Objective: Given a story with pictures to be read orally by the teacher, the student will listen to the story.

Objective: Given a story without pictures the student will listen to the story.

Select books which have wide appeal, such as Newbury Award Winning Books. The stories should be short and fast moving.

Some examples of picture books which could be used with children are:

1. Harry, the Dirty Dog
2. The Wild Things

Examples of books without pictures are:

1. Fairy tales
2. Nursery rhymes

As the teacher reads to the group, she should note students who do not attend.

## Book Handling

Objective: Given the question "What is a book for?," the student will respond that a book is to read.

Show the student a vividly colored book. Ask the following questions:

1. Should we use this book as a rug to sit on?
2. Should we use this book as a tray to carry food on?
3. Should we use this book as a cover for our head?
4. Or should we use this book to read and find out what happens in the story?

The teacher might also simply ask the student, "What is the book for?"

Objective: Given a book to look at, the student will place the book in the proper position for reading.

Have the students do the following exercises.

1. Give each student a book, and tell each student to stand up.

2. Have the student hold the book up over his head as far as he can reach. Ask if he can read the book in the position in which he is standing.

3. Have the student hold a book in his hands and extend his hands as far out in front of him as he can. Ask if he can read the book in this position.

4. Have the student place the book at his feet while standing. Ask if he can read the book in this position.

5. Have the student sit down and place the book in front of him, at a comfortable distance. The teacher may have to help place the book appropriately. Ask if this is a good position in which to read a book.

6. Gather books and direct student to select a book and position it in a way which is best for reading.

Objective: Given a book to look at, the student will correctly identify the page on which the story begins, by pointing to it.

Using either a large book or an overhead transparency of the pages, do the following:

1. Ask the students if they wanted to read the story would they begin on the front cover, hold up front cover, or back cover, then hold up the back cover. Open to title page and ask the same question. Turn to the last page in the

book and ask the same question. Finally turn to first page on which the story begins. Read first paragraph. Ask students if this is the page on which the story begins.

Give each student a book and ask each to turn to the page on which the story begins and to point to it.

Objective: Given a book to look at, the student will correctly identify the page on which the story ends by pointing to it.

On the assumption that the children can find the first page, the same technique as described above can be utilized, pointing out that the end of the story appears at the back of the book.

Objective: Given a book to look at, the student will correctly identify where the title is by pointing to it.

Hold up a large picture book. Ask the students if they can point to the name of the book on the cover. Tell students there is another place in the book which has the title on it. Open book and show where it is located.

Give each student a book. Tell them to point to the title on the cover, then to open the book and find the page within the book which has the same title and point to it.

Objective: Given a book to look at, the student will correctly identify the front of the book by pointing to it.

The same techniques as utilized in the preceding activities can be used.

Objective: Given a book to look at, the student will correctly identify the back of the book by pointing to it.

The same techniques as utilized in the preceding activities can be used.

Objective: Given a book and the instructions to pretend to read the book, the student will turn the pages one at a time from right to left.

Ask the students to pretend they are sleepy and are going to bed. Ask them how they would look if they "pretended" they were sleeping. Ask the students how they would look if they pretended they were eating. Tell the students they are now going to pretend they are reading a book.

Let each child pretend he is going to the library to look for a book. What would they look at first (cover)? Have students then open book and look at each page; stop long enough so that each page is turned separately. Have students then turn to title page, then to page on which story begins, then to look at each page until they reach the last page of the story. Then ask them to turn to back cover, close the book and turn it with the front cover facing them.

Objective: Given a book, the student will correctly identify the top of the book by pointing to it.

Tell the student to stand up and place both hands at the top of their heads. Have the students subsequently place their hands on the top of the following objects:

1. Chair
2. Bookcase
3. Plant
4. Picture

Hold a large book upside down and ask the students if they can read the book if it is held upside down. Show inside if necessary to show pictures upside down. Show students that the book has to be rightside up for reading. Place book in correct position. Ask students to point to top of the book.

Give each child a book upside down. Ask students to point to top of the book.

Objective: Given a book, the student will correctly identify the bottom of the book by pointing to it.

With the same procedure as above, use the bottom of objects.

Objective: Given a book and the instructions to "follow a line of print with your finger as if you were reading," the student will follow the line horizontally from left to right.

Write a sentence on the board. Ask a student to come to the board and point to each word starting from left to right.

Give each student a book on which only one line of print is written on each page. Have the student point to each word from left to right.

Give students book with two lines of print per page and use the same procedure.

To help children, a red string could be placed on the right hand and blue on the left. Tell children to keep left hand on first word and right hand on last work and move the blue toward the red.

Objective: Given a book and the instructions to "follow several lines of print as if you were reading," the student will return to the beginning of each new line with his finger.

Same procedure as used above can be varied and extended by doing the following.

Color code each line, beginning and end, and ask the child to move finger from one color to the next.

Draw a maze and let students practice moving their fingers from left to right.

Maze

child told to have finger

jump
from
box
to
box
and
slide
down
a
ramp

to next line and continue jumping

Objective: Given a story read orally by the teacher and three pictures, one of which is related to the content of the story, the student will correctly identify the picture related to the story.

Read a story which is familiar to the students such as "Little Red Riding Hood." Hold up two pictures which are obviously unrelated to the story and one which clearly shows Little Red Riding Hood and the wolf. Ask students which picture belongs in the story. The pictures can become increasingly difficult to distinguish between one another.

A prelude to this could be to hold up two objects which are alike and ask students to find one which is

different, then opposite, then all three different, then two alike, then two different, etc.

## Persons and Names

Objective: Given a situation in which the teacher calls the name of the student, the student will respond in some way.

Ask the students to form a circle. Tell them they are going to play a game called "Names in the Circle."

Draw four concentric circles; place students in outer circle. Place students' names on pieces of paper, and write names four times, one for each of the four steps in the circles. Put names into a box. Tell the students each time they hear their name they may take a step forward into the first inner circle. The child who's name is called three times from the selection box wins the game. Each child's name will be called at least once so that all participate.

Objective: Given a situation in which the teacher calls the name of another student, the student will look directly at the student who was called upon.

Ask the students to play a game in which they'll have to guess who is missing. Ask all the students to close their eyes. Select one child to go and hide (the others are still hiding their eyes). Tell the children to open their eyes, and say, "do you know who is hiding?" Elicit response, SUSAN IS HIDING. Ask students if they can find Susan and to turn chairs so they are looking at her in her hiding place. Repeat with other students.

Objective: Given a situation in which the teacher calls the name of an absentee, the students will respond with "he's absent."

On a day in which all the students are present call out the name of each student and say, IS SUSAN HERE TODAY? Tell student to respond, YES, I AM HERE or PRESENT TODAY. Do this with all the students.

Tell the class to pretend that Susan is absent, tell Susan to go to a corner of the room. And ask the class, IS SUSAN HERE TODAY? If students answer NO, ask them to repeat the sentence, NO, SUSAN IS ABSENT TODAY. Do this with each student. Continue procedure daily until students know the routine.

Objective: Give three first names written on the blackboard, only one of which belongs to any of the children in the room, the student will correctly identify his own name.

Construct a name tag for each student to wear around his neck. Tell the students you are going to write three names on the board, one of which belongs to someone in the room. If the student sees his name written on the board, he is to stand up and say I AM TOM. Have student come up to the board and show that his name tag matches the name written on the board.

Objective: Given three first names written on the blackboard, only one of which belongs to any of the children in the room, the student will correctly identify which name is that of a classmate.

Put a necklace name tag on each student. Divide the students into pairs. Tell the students you are going to write three names on the board, only one of which is in the room. Tell the partners that when they see the name of their partner on the board, the partner is to stand up and say MY PARTNER'S NAME IS TOM. Then have the partner bring TOM up to the board to match names. Do this with other students.

Objective: Given a pencil and paper, the student will correctly write his name.

Tell the students that they are going to play a game to see who can remember how to write his name without looking at his name tag (each child should be wearing a necklace name tag). Tell the students to turn their name tags over so they can't see them. Give students paper and pencil and tell them to write their name. After they have done so, tell them to look at their name tags to see if they were correct.

Objective: Given instructions to spell his own name orally, the student will correctly say the letters of his own name in the proper sequence.

Give students dice or blocks with the letters of the alphabet on them. Have the student spell his name using the dice or blocks. Then mix up the letters on the blocks and ask the student to spell his name orally.

Objective: Given instructions to spell orally the name of a classmate, the student will correctly say the letters of the name in proper sequence.

Select one student to form his name from blocks on which the letters of the alphabet are written. Have the student select a classmate to come and read or say his name and spell it.

## Visual Discrimination

Objective: Given a set of five geometric shapes, two of which are identical, the student will correctly identify the two figures that are the same.

Accumulate four balls, put three of them in different places in the room. Hold up the remaining ball and ask a student if he can find the other three round balls in the room. Use this same procedure with other geometrical shapes.

Place five geometrical shapes on a table, two of which are alike, and choose a student to come up and select the two which are the same.

Objective: Given a set of three geometric shapes, two of which are identical, the student will identify the one which is different.

Ask two children to take off their shoes. Ask the students to look at the four shoes closely, then ask them to close their eyes. Put two shoes which are the same and the one which is different in a line. Ask the students to open their eyes. Select a student to pick out which of the three shoes is different. Use the same procedure with geometrical shapes.

Objective: Given multiple sets of geometric shapes, some of which are identical and some different, in each case the student will correctly identify the pair of figures as being alike or different.

Place in front of the student the following: Two identical blocks and two identical balls. Ask the student to select which two are alike and which two are different.

Objective: Given a set of pictures of geometric shapes, numbers, and letters, the student will correctly identify which of the pictures are letters.

Place the following groups in front of the student: Pictures of blocks, circles, etc., letters, and numbers. Tell the student to pick out the items which are the same and put them into separate piles.

Repeat the same procedure using letters and numbers, then shapes and letters. Then put the following assortment in front of the student: Pictures of circles, numbers, letters, etc. Ask the student to pick out the pairs of letters only.

Objective: Given a set of words differing only in initial consonants and instructions to tell how these words are different, the student will notice that the initial letter of each word is different.

The following pictures will be necessary: a picture of a cat, hat, rat, mat, fat man, can, fan, man, van. Place the pictures on the board or on table.

Ask a student to look at the pictures and say what he sees, then ask what letter the word begins with and have the student write the letter in the blank next to the picture. Follow the same procedure for each group of words.

Take down the pictures and have the students read the words in each group. Ask students how these words differ and how they are alike.

Objective: Given a picture of a boy with the word "boy" printed below it, and the letter combinations yob, oby, boy, byo, the student will correctly identify the combination which matches the picture.

The following pictures with their names written beneath them are necessary: cat, pig, cow, girl.

Make up four cards with one of the words, cat, pig, cow, or girl written on it. Let students come and match the word on the card with the word under the picture. Next, make up two cards for each word with the letters of each word scrambled. Give the three cards to a student and ask him to read the card that has the same spelling as the picture on the board and put it next to the picture and word. Increase difficulty by adding four scrambled words and one correct.

## Auditory Discrimination

Objective: After hearing familiar sounds, the student will correctly identify the sounds.

Ask the students to close their eyes. Tell them you are going to make sounds which you want them to guess. Tell them when they know the answer to open their eyes and do what you did to make the sound.

Sample demonstration:
clapping hands
sneezing
running in place
coughing

Objective: Given single syllable or one syllable words, the student will respond to each one with a rhyming syllable or word.

Write the following words on the board: BING, BONG, CLANG, RANG. Say the following word, RING. Ask the students to tell you which of the four above words sound like RING.

Other examples are:

| Word | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| KEY | 1. | Tree | 2. | Bean | 3. | Cotton | 4. | Hot |
| ROW | 1. | Ring | 2. | Bow | 3. | Bat | 4. | Cat |

Then say a word and ask the child for a rhyming word.

Objective: Given sets of five words, two of which have the same initial consonant, the student will correctly identify the two words that have the same initial consonants.

Put the following two pictures with the words next to it on the board: pan, ring, boat, dog, bat, girl

Ask the students what these are, then ask them to look at the words and see how the words are alike. Continue this procedure with other pairs of words containing the same initial consonants.

Put the following three pictures and words on the board: car, dog, cat

Ask students to select two words which begin with the same initial consonant. Continue procedure with other examples using two similar, one distractor, then two similar, two distractors, two similar, and three distractors.

Eliminate pictures and begin with two words and one distractor until reading two similar and three distractors.

Objective: Given sets of five words, two of which have the same ending consonant, the student will correctly identify the two words that have the same or alike ending consonants.

Use same procedure as used above with initial consonants, substituting final consonant.

## Attempts to Read

Objective: Given a book with pictures, the student will make some overt response to the picture.

Select a book with large colorful pictures. Open book to one of the pictures and make up a story about the picture. Call on students to make up stories about subsequent pictures.

Objective: Given a book the student likes, the student will originate his own name for the book.

Display a large variety of books on a table. Cover the title of the books with slips of paper. Ask students to look at the book and think up a good title for it.

As a prerequisite, teacher could show students that objects in life have more than one name, therefore books too can have other names than those given to them.

Objective: Given an unfamiliar book with pictures, the student will tell a story from the pictures in the book.

Show students pictures depicting other children playing, jumping rope, etc. Ask the students if they can tell a story about what is happening in the picture. Then open to a page in a book with which students are familiar. Ask students to

describe what is happening in the picture shown. Then open to a picture in a book which students are not familiar and ask students to tell a story about what they see.

Objective: Given a book of his choice, the student will ask or show in some way that he wants to read from the book.

Begin telling the students a story from a book with which they are familiar. Ask a student if he can find the book in which he will find the story you have begun telling. Stop the story before an exciting part and wait for students to respond that they want to hear the rest.

Objective: Given a book or story that introduces new words, the student will memorize at least two of the new words he encounters.

Once the new words which are to be memorized are determined, the following techniques can be used to teach the new words.

1. Ask child to find picture of word and teacher will write word next to picture.

2. Make a flash card of the word.

3. Using words already known, add new words to list and put words on cards; games such as fish or bingo can also be played.

4. Make different students responsible for knowing different words on a specific page; when the student's words come up, they must read and say them.

Objective: Given a reading selection containing new words, the child will ask the teacher for help with at least one of the new words.

Tell the students that you just received a secret message and each student has part of the message. Call on the students to read their part of the secret message and write it on the board. Tell the students that if they don't know one of the words to ask for help from the teacher. Then read the entire secret message. The message could conclude with, "its now time to go outside and play" to reward students.

Objective: Given several opportunities to read, the child will demonstrate a desire to read at each opportunity.

After the child has read anything, he should be commended for a good job so that on subsequent attempts at reading he will try again. Other techniques which can be used to entice children to volunteer to read are:

1. Praise child for previous excellent reading, "John did such a good job reading yesterday."

2. Select child who likes, e.g., animals, to read about them. "Susan this is about a kitten, you love kittens, why don't you read this for us."

3. Make a game out of reading such as whoever reads x amount this week becomes the teacher for five minutes.

Objective: Given an opportunity to go on to another activity while reading, the student will demonstrate reluctance to stop reading.

Some techniques to keep students actively involved and reluctant to leave a reading situation when offered alternative

situations are:

1. Make sure that the child is actively involved through dramatization, "Show me what you would do if you were in this situation."

2. Read a story which the child wants to hear; let the child select the story or book to be read.

3. Read story with expression conveying the story's mood and excitement.

Objective: Given a situation in which another child is reading and encountering some difficulty, the student will try to help the other child with his reading.

Divide students into pairs equaling one better reader and a reader who sometimes encounters difficulty. Allow pairs to select a book or story to read. Tell each pair of students that for one half of the book one child will be the student and the other child the teacher, and for the other half of the book their roles will be reversed.

Objective: Given an opportunity to bring books from the library or home to read, the student will bring at least one to class that he wants to read.

Create an opportunity in the class for the students to share things they like or things they have done with others in the class--such as a SHOW AND TELL TIME. Express to the students that this also includes not only toys or trips but also books they have read or have been given. Each time the teacher finds a book which she wants to read to the class, she should tell about it in SHOW AND TELL.

## Sound-Symbol Correspondence

Objective: Given a printed letter, the student will attempt to makes its sound.

Either draw or put up pictures of the following items on the board: BALL, DRUM, DOLL, BAT, BALLOON, DOG. Ask the students if they can say the word which the picture depicts. Write the word under the picture. Do one letter group at a time. Ask students what letter all the "B" words begin with. Ask what sound does the "B" make. Have students give additional examples of words which begin with "B". Then when children are ready, write the letter "B" on the board, ask students what sound the letter makes and to give another word which begins with the same sound.

Objective: Given a sound, to select the letter that corresponds to it.

Write the following letters on the board: B, D, F, T, M. Tell the students you are going to say a sentence and each word in the sentence begins with the sound. After being told the sounds of the five letters, have them tell which sound belongs to the sentence.

BIG BESSY BAKES BLUE BEANS.

DAFFY DUCK DRIES DIRTY DISHES.

FAT FLORENCE FRIED FIVE FISHES FRIDAY.

TINY TIMMY TIES TWO TAN TISSUES.

MISS MARY MARRIED MR. MARK MARSHMALLOW.

Objective: Given a printed word, the student will attempt to pronounce it.

Place a group of familiar pictures on the board. Ask students to identify a picture. Under the picture write the word it represents. Cover pictures and see if child can say word. Then mix up words under pictures and see if child can correctly match words to pictures.

Objective: Given the sound of a word, the student will select the word which corresponds to it.

Make up a set of cards with pictures on one side and words on the reverse side. Allow students to play with cards and become familiar with words and pictures. Using cards, tell students you will say a word and you want them to hold up the picture of the word. Next, they are to hold up the word written on the back of the picture.

Objective: Given the name of a letter, the student will select the correct printed letter.

Make up a set of cards which contain the letters of the alphabet. On one side put pictures of words which begin with letter; on the other side, the letter. Then say to children, e.g., I am thinking of the letter which the word balloon begins with: B. Show me a B. Later on, no hint provided.

Objective: Given a letter, the student will name it. Use same procedure as above. Do not give a hint.

Objective: Given a printed sentence, the student will read it aloud.

Put a picture sentence on the board, e.g.,

The$_{(boy)}$ ran to the$_{(house)}$.

Have children substitute word for the picture. Then have children read sentence using only words.

Objective: Given new combinations of printed letters, the student will read them aloud.

Using nonsense syllables, draw strange looking characters on the board. Tell students they have funny names, such as ZAT, RUP, BLAM. Tell them you'll give them hints to figure out their names, such as:

ZAT --Hint--My name rhymes with HAT, FAT, SAT.
YIM --Hint--My name rhymes with HIM, SLIM.
RUP --Hint--My name rhymes with CUP, PUP.
BLAM--Hint--My name rhymes with CLAM, SLAM.

## Word Meaning and Vocabulary

Objective: Given 10 rows of three pictures in each row, the student will circle two pictures in each row that begin with the same consonant.

Hold up a series of pictures whose names begin with the same initial letter. Ask students to name the pictures. Ask students what is similar about all the names of the pictures. Then take two pictures which begin with the same letter and one which begins with a different letter. Ask students to identify pictures. Write names on board. Ask students which two begin with same initial letter. Ask student to point to pictures or circle pictures which begin with the same initial letter. Give students multiple

opportunities to practice.

Objective: Given a list of words and a picture representing one of them, the student will identify the word which names the picture.

Using words that the student is familiar with, place on the board a picture of a dog. Next to the picture write the following words, CAT, RAT, DOG, LION. Ask the students to read the words after they have identified the picture. After reading each of the choices, ask students if this is the word which belongs with the picture and why.

Objective: Given appropriate supplies, the student will develop concepts of left to right.

Put a red string on child's right hand, a blue on the left hand. Ask students to line up in front of room. Play the following game:

Have students make believe they are driving a car. They have to go on a trip. With chalk make a road on the room's floor with right and left turns. Have child signal when making the necessary turn by saying, "RIGHT TURN" and RAISING APPROPRIATE HAND.

Objective: Given 26 letters of the alphabet, the student will recite them in correct sequence, calling each by its correct name.

Put a letter of the alphabet on a piece of tag board. Then let each student wear a letter. Tell the students they are going to form a letter train. Place the letters in alphabetical order, and make one of the students the train

engineer. Have the train engineer call out the names of the letters. Have students change roles.

Objective: Given a scrambled list of lower case and upper case letters, the student will arrange them correctly.

Write the lower- and upper-case letters on individual cards. Place cards on children. First, put children in alphabetical order. Then mix up. Select one child to put letters back in correct sequence.

Objective: Given a passage to read aloud, the student will observe punctuation marks and vary his voice accordingly.

Write out a short passage. At the end of each sentence put a large hand with a stop sign to represent the period. If it's a question mark, draw it large. Use large punctuation symbols until students recognize what to do when they approach them.

Objective: Given a list of words and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word on the list which has the same meaning as the unfamiliar one in the sentence.

Use very strang words as the unfamiliar word, such as, gargantuan, tremendous, etc. Once the child has identified the probably meaning of a word, he may be able to identify it in a list. An illustrative sentence might be: The giant was nine feet tall. His fingers were as big as five large balloons; his body was the size of a car. Mother said the giant was so big, he was gargantuan.

## Concepts

Objective: Given an illustration and several words, some of which are distractors, the student will select those words which describe the picture.

Show a familiar picture to the students such as a cat. Ask students to describe what they see. Put another picture on the board such as a cow. Ask students does this go bow wow, moo moo, or ba ba. Place other pictures on the board with correct descriptors and distractors. Ask students which apply and which don't. Ask students which animals or things the distractors describe.

Objective: Given two groups of words, the student will match words from one group to another that are changed forms, example: chick, hen.

Show students two pictures--one of a kitten and one of a grown cat. Ask students how these two are different. Do this with other animals. Then write only names of young animals and grown animals and have students match the correct ones and tell why.

Objective: Given one group of words and groups of antonyms for the first group, the student will correctly match word opposites between the two groups.

Show students two pictures depicting opposite situations such as winter and summer. Ask students why these are different and how. Give additional examples if necessary. Have students match pairs of opposites.

Objectives: Given an illustration and several sentences, some of which include distractors, the student will select those sentences which relate to the picture.

1. Show students a picture. 2. Have students describe what they see in the picture. Write observations on the board. 3. Show another picture. Tell students that some of the things written on the board are not in the picture and some are. 4. Ask students if they see things which are not in the picture which the teacher is making up. 5. Ask students to pick out only those sentences which describe the picture.

Objective: Given several pictures leading to a conclusion and a final picture which reveals their outcome, the student will state why the conclusion is logically correct.

Give students several pictures, e.g., a boy looking at an apple tree, apples falling down, a boy picking up apples. Ask students what they think happens next and why.

Objective: Given a number of different items, the student will classify them into categories.

Use pictures of the following items: apples, pears, oranges, and bananas. Ask students what all of these are called. Ask for other examples which would fit under the category of fruit. Do similar examples with clothes, money, furniture, seasons, etc.

## Details

Objective: Given the opportunity to listen to a given story, the student will recall its details by drawing a story to illustrate them.

Select passages or stories which are highly descriptive involving things like a clown, red baby hair, large eyes which looked square, round nose, etc. These qualities will make it easier to remember. Read passages to students and ask them to draw pictures about them.

Objective: Given the opportunity to listen to a given passage of dialogue from a story, the student will identify the speaker from the story.

Read a story to the students and encourage them to dramatize it. Then ask students to either close their eyes or turn their chairs around. Ask students to try to guess which character in the story is speaking.

Objective: Given a familiar story, the student will recall details from the story.

Tell students a familiar story. Have students try and retell the story as precisely as they can. Another technique to recall details could be to have students listen to a story and put details from several stories on cards. Have students draw cards and tell whether the event happened in the story just told or another story.

Objective: Given a reading selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection.

After reading a selection, select events which are outstanding and easy to remember. Write down an event in a sentence such as, "Mark looked out the window and saw a purple spotted cat." Divide sentence into parts. Ask students to put the parts together to form a whole sentence, or put sentence fragments on cards. Have students hold cards. Select a student to put parts of sentences together.

Objective: Given a paragraph the student will locate the sentence which answers a specific question.

After being given a paragraph to read, ask students questions about the paragraph in riddle form, e.g.:

The sleepy puppy ran after the ball. He stumbled and bumped into a chair and table. The ball rolled under a sofa and the puppy chased after it. Two hours later the children were looking for their puppy. They found him asleep under the sofa with the ball under him.

Question: I am small and fluffy.
I am a _____.

Objective: Given the same set of directions twice with one step omitted in the second presentation, the student will identify the omission.

Tell the students they are going to play a game. You will read the directions twice. The first time they are to listen. Then you'll read it again, and they will have to follow the directions.

Put your hands on your head.
Put your right hand on your shoe.
Put your left hand on your shoe.

Repeat directions omitting one of the directions. Ask student which direction was omitted.

Objective: Given a reading selection and a set of conclusions, the student will identify the logical conclusions.

After reading selection, tell students there are three ways in which the story can conclude. Read through the three choices. Make the two distractors very obviously false. Continue using this technique making distractors more appealing and more difficult to differentiate from the correct response.

Objective: Given a short story and a list of how and why questions based on its content, the student will infer and state the answer to each one.

Put a list of sentences on the board which imply a particular happening. Ask students to guess what the happening or activity is which is being implied.

Objective: Given a reading assignment, the student will demonstrate his retention of ideas by identifying the main ideas of that reading passage after a period of time has passed.

Tell the students that you are going to read them a secret message in the morning. Tell them they are to repeat the message to a friend in the afternoon or later on that morning. Secret message can be "when the clock reads 10:00 a.m. go to the cafeteria and pick up the morning milk," or we'll have a play period.

## Sequence

Objective: Given a set of five pictures in scrambled order, the student will arrange them in logical sequence.

Use sequence pictures which are familiar to children, such as child taking ball from room, child going out to play, playing with ball, rain beginning, mother calling child in. Or have child relate an event, drawing events in sequence. Do this with several children, then put a series of pictures on boards or cards and let students place them in sequential order.

Objective: Given the opportunity to listen to a given story, the student will retell its events in sequence.

Begin with stories which are familiar to the child, such as fairy tales. Tell story and have child retell story. Then ask a student to tell a story and have another child retell it. This can be made into a game by having one student whisper a story to another, and retell it down a line of students until the last student in line has heard the story. Have the last student retell story he's heard.

Objective: Given a familiar story, the student will retell the story in good sequential order.

Use fairy tales which are familiar to the student. Have the teacher show pictures from a particular story, show the pictures to students and ask students to tell the story using the pictures.

Objectives: Given a group of sentences depicting a familiar series of events in scrambled sequence, the student will arrange the sentences in proper order.

Tell or read a familiar story to the students. Ask a child to retell the story in his own words. Write sentences on the board about events in the story. After student has retold story, ask him to read the sentences and put the sentences in the order in which they occurred in the story.

Objectives: Given a story and a set of scrambled pictures depicting its content, the student will arrange these illustrations in order of their occurence in the story.

Asks students to read a story. Then have students relate the story. Have students tell the story using the illustrations in the book. Then ask students to put scrambled set of illustrations in the sequence in which they occur within the story.

Objective: Given a set of scrambled sentences describing a sequence of activities, the student will arrange them in appropriate chronological order.

Ask a student to describe an event which has happened to him; write sentences on board. Have student read sentences and ask if the sentences are in the correct chronological order, then ask several students to do similar tasks. Give students several sentences and see if they can arrange them in chronological order.

Objective: Given a familiar story, the student will tell the story in correct sequential order.

Have the student select a story he likes and knows. Retell the story to the student in an incorrect sequence. Ask student if the story has been retold correctly. Ask student to retell the story correctly.

## Main Ideas

Objective: Given a picture depicting an activity, the student will state what is illustrated.

Give student illustrations which show children playing ball, jumping, swimming, etc. Move on to more difficult activities, chopping wood, etc. Ask students to describe what activity is taking place in picture.

Objective: Given a picture without a title, the student will state a title which relates to the content of the illustration.

Select pictures which students have drawn, ask student to give the pictures a title and why they entitled the picture so.

Objective: Given a written selection, the student will compose a title suitable to the material.

As a group, help students write an experience story. Ask the students to state a title for their story. Also read stories composed by other students and allow students to entitle stories.

Objective: Given a picture with a list of sentences, the student will select the sentences which best describe the illustration.

Select a picture which children are familiar with, such as one taken from a favorite book. Place a list of sentences on the board, some of which relate to the story and others totally unrelated. Allow students to select those sentences which apply to the illustration.

Objective: Given the opportunity to listen to a story read orally, the student will choose from a list of sentences the sentences which best describe the main idea of the story in his own words.

Read short, well known stories and let students identify what the story is about. Then read other stories and give several choices describing story. Have students select correct response. Discuss why the response selected is the best and others not.

Objective: Given a series of pictures telling a story, the student will state the main idea of the story in his own words.

Ask students to tell their own stories and draw pictures to illustrate them. The teacher can also tell a story and ask students to describe illustrations that go with the story. Have students describe story and what they think is the main idea of the story.

Objective: Given a story to read, the student will state the main idea of the story in his own words.

Select a well known story for students to read and ask them to tell what the story was about. Then allow students to select their own story and illustrate it by drawing a picture of the main idea and telling about it.

Objective: Given a story to read, the student will state the main idea of the story in his own words and support his choice with two details from the story.

Give a list of sentences which give details about a story the student is describing. Allow student to describe the main idea and to select those sentences which depict details within the story.

## Characterization

Objective: Given pictures which illustrate different emotions, the student will select the pictures which depict a specific emotion.

Show students pictures depicting a laughing or happy face, a sad face, a frightened face, and a surprised face. Read a short story or passage about one of the faces, then have students select the appropriate face for the story.

Objective: Given pictures of characters from a story, the student will correctly identify the characters by name.

Read a familiar story to students. Ask students how they think the characters in the story would look. Show pictures of characters in story and ask students to name characters.

Objective: Given a familiar story with a problem situation, the student will identify and evaluate actions and ethical problems of story characters.

Read students a familiar story or tell students a story in which the character has a problem to solve. Ask students if they have ever been in a similar situation.

Have students relate stories. Have students identify problems and solutions in other stories either told by teacher or classmates.

## Literary Forms and Techniques

Objective: Given an opportunity to listen to a short poem, the student will identify rhyming words.

Select five or six poems which are increased in length and difficulty. Have student read read the short poem, possibly two lines such as:

The man in the moon,
He picked up a spoon.

Ask students to identify which words in it rhyme and underline them.

Add two more lines to the poem such as:

Containing his favorite delight
And proceeded to take a big bite.

Ask the students to identify which words in these lines rhyme.

Continue this procedure with subsequent poems.

Objective: Given the opportunity to listen to a short poem, the student will identify the rhyming couplets within the poem.

Use same procedure as described in preceding lesson plan. This can be varied by asking student to first give two words which rhyme and then make up sentences in which they occur as the last word.

Objective: Given the opportunity to listen to a story, the student will recognize the fictional plot.

Make up an oral story such as:

Once there was a little fish who had no friends because he was green and all the other fish were yellow. One day, a giant tuna came along and attempted to eat all the yellow fish. The tuna did not eat the lonely green fish because he thought he was a piece of seaweed. The little green fish swam directly in front of the tuna and the tuna started to chase him. The little green fish swam very fast and fooled the giant tuna. When he returned he had many friends. Ask the students what they thought this story was about or its plot.

Objective: Given a humerous picture, the student will identify what makes the illustration humerous.

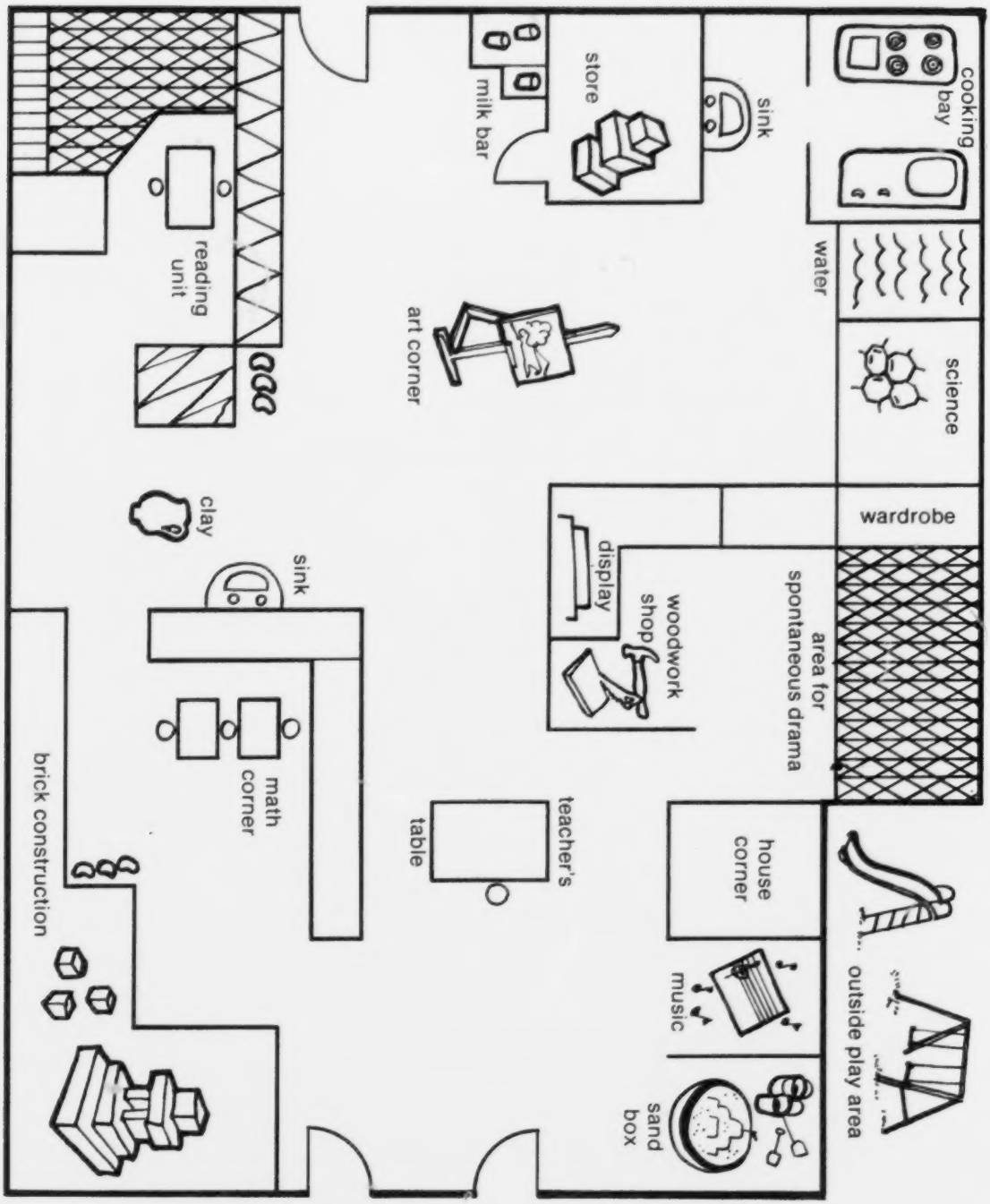
Draw or show a picture of a man carrying his head in his arms. Ask the students whether this might be possible.

## Grouping for Preschool Reading Instruction

From every corner of the educational forum the password now is individualization. Nearly every teacher will concur that individualization is desirable and that all teachers should engage in individualizing instruction for their children. But preparing instructional activities which meet the reading needs of all preschool children is a trying task for even the most industrious teacher. One might well ask for an easier way of individualizing instruction.

The first means one might consider for providing individualized instruction is by providing environmental conditions within the classroom which enhance individual learning activities of young children. Figure 1 presents a classroom plan which "opens up" the classroom for individual activity. As can be seen, it is possible for children to work as individuals or as members of small groups on a variety of tasks such as reading, math, art, and the like. In other words, the learning environment is comprised of a number of learning centers.

The second means one might consider for providing individual instruction is that of grouping. Here, we are not talking about the proverbial set of three groups: fast learners, average learners, and slow learners. We are talking about other ways to individualize instruction via grouping.


cooking bay
sink
store
milk bar
water
science
wardrobe
art corner
reading unit
clay
sink
display
woodwork shop
area for spontaneous drama
house corner
teacher's table
math corner
brick construction
music
sand box
outside play area
raised areas
beanstalk containing materials
cupboards with individuals drawers

Needs Grouping. A needs group is a short term group formulated by the teacher. Children within the needs group have a common deficiency in some aspect of their reading readiness or reading behavior and receive intense practice for short periods of time in that particular area. For example, a teacher might have eight students in his class who exhibit a great deal of difficulty with visual discrimination. These students would form a needs group in which they would receive a great deal of practice on visual discrimination activities.

Whatever the reason or need, the children are grouped together for some common deficiency and are subsequently taught the skills they need. Once the particular skill has been taught and then mastered by the group members, the group can be disbanded.

Interest Grouping. An interest group is formed when several students wish to pursue a particular topic or subject that motivates them. For example, several children in a class might demonstrate a desire to learn more about prehistoric animals. These children then comprise an interest group in which they do additional reading or reading related activities and studying from supplemental sources like trade books, magazines, other reference books, and so on.

Like the needs group, the interest group is a short term group that is disbanded once the children have satisfied their curiosity in a particular area. It is a good idea

for children in an interest group to make the knowledge they have accumulated available in some way to the other students in the class. This can be achieved through use of oral reports or some type of project that can be shared with the rest of the class. Interest groups, again, may consist of the very able to the slow learner and are especially effective in conjunction with the reading program, allowing the student to use different materials.

Research Grouping. The research group is quite similar to the interest group, the most noticeable difference being the fact that the teacher assigns a topic to several students rather than allowing them to pick their own topic. The research group is a short term group composed of children with varying readiness or reading abilities. Research grouping lends itself to any reading approach.

When a subject is being studied--science, social studies, and the like--the teacher may wish several students to pursue a portion of the unit in greater depth. Within a social studies unit, the teacher may have several students research a topic like "clothes people wear" by exploring tradebooks, other children's magazines, newspapers, or any other supplemental material available. After a research group has completed its research on some aspect of the unit that is being studied by the entire class, it is wise to have the children share their findings with the class by means of a report or project of some kind. Once the research or the

unit of study has been completed, the group is discontinued.

The Ungraded Primary Plan. Another method of organization available to educators is that of the ungraded plan utilized in the preprimary and primary grades. Within this plan, a number of achievement levels for various content areas are established, each of which the child must master before proceeding to a more advanced level, i.e., the intermediate grades.

There are many advantages to this plan in terms of quality of instruction and teacher effectiveness. Children are allowed to proceed at their own rate through the various levels that have been established, making it possible in many instances for children to complete the kindergarten and primary grades in either two, three, or four years. In addition, barring any personality conflicts, children often remain with the same teacher for the duration of their primary grade career. This makes it possible for the teacher to come to know the pupil quite well and design instruction for that pupil much more efficiently. Inherent in this design is added provision for individual instruction and closer evaluation.

There are limitations to this organizational plan too. The scope of the plan makes the task of organizing it a major limitation. Other limitations involve the difficulties of orienting preschool and primary teachers and parents to the plan.

Multigrade and Multiage Grouping. The multigrade or multiage grouping plan is a throw back to the one room school house. The major thrust of this program is based upon the idea that grouping should be accomplished utilizing differences of children, instead of similarities. Within this kind of organizational plan, it is hoped that some of the regimentation that has been the constant companion of the graded elementary school might be reduced.

A typical classroom that uses multigrade grouping would have nearly the same number of children from kindergarten and the first three grades grouped together, or children from grades four, five, and six grouped together. Since children do learn from pupils who are different as well as pupils who are similar, there is some rationale to the plan. This plan also forces the teacher to individualize his instruction since the variation of student capabilities is so great that common objectives for the group would be unworkable.

The limitations to this plan probably far outweigh the advantages. The foremost limitation is that the disparity in reading ability of the students grows and becomes increasingly more difficult to provide for than in a normal self-contained classroom. In addition, no amount of administrative supervision can assure that each child will receive the individual instruction he needs.

## Motivating Children to Read

There are many techniques to make the classroom an appropriate place for reading instruction. The following are a few suggestions and aids designed to form a link between oral and written language and provide situations in which reading becomes a meaningful activity. The majority of the suggestions are not restricted to any level of difficulty, but can be adopted for use at most any level.

Classroom Labeling. Labels are an excellent way of allowing the child to associate "things" and symbols and oral and written language. Labels may be placed on chairs, desks, chalkboards, doors, bookcases and other objects in the classroom well in advance of the child's instruction to a formal reading program.

To begin with, simple objects can be labeled. Later, the labeling can be further utilized by giving the child simple directions. For example, a label by the sink might say, "(1) turn on water, (2) rub hands with soap, (3) replace soap in soap dish, (4) wash hands, (5) rinse hands, (6) shut off water, and (7) dry hands."

Labels can also be used in conjunction with classroom activities. For instance, in a simulated classroom grocery, department store, doctor's office, or pet shop.

Recipe Reading. Children should be encouraged to read and follow directions. Activities like mixing paste or finger paints would be appropriate for pre-primary and

primary grade classes. These kinds of activities help the student to associate sound, symbol, and action in a meaningful activity and provide important practice in the ability to sequence and follow directions.

Classroom Games. There are literally hundreds of reading and spelling games on the market today that are appropriate for children of any age. Many games provide remediation of specific reading readiness and reading difficulties and are designed so that fast and slow learners alike can play together. Besides providing practice in specific skill areas, games provide important practice in sequencing and following directions. Many children who have severe difficulties learning via more conventional techniques make striking progress through the use of reading and spelling games.

Narrative Charts. Narrative charts are used often as a companion to the language experience approach. With the language experience approach to reading, children are encouraged to talk and write about their own experiences--things important to them. Narrative charts are a device on which findings or observations from field trips, nature study walks, science experiments, athletic events, and other individual and group experiences can be recorded. In this way, the chart serves as a constant reminder and reinforcer of words that are associated with particular experiences for the child.

Classroom Plans. Charts can also be used to record plans for field trips, projects, athletic events, or other functions. Charts can be made by the students, or by the teacher incorporating student suggestions. They can list simple safety rules or standards of conduct to be observed on outings, or "things to look for" during particular field trips.

Advertisement Collection. Clippings of advertisements is another inexpensive way to provide materials of interest to the students. Clippings are excellent reading and make good points of departure for class or group discussions. Catalogues can also be used as reading materials. Students enjoy looking up items in catalogues.

Classroom Graffiti Board. A large sheet of cardboard or similar material and crayons or felt markers can comprise a classroom graffiti board. Children should be encouraged to write messages, draw cartoons, and in general, use the graffiti board as a communicative device. This technique is effective with all children. It provides motivation to communicate via the written word.

Bulletin Board Displays. The old standby in encouraging reading is the bulletin board. Bulletin boards should be attractive and have a frequently changed format that focuses the students' attention on new events. Children should be encouraged to participate in developing the bulletin boards. In this way, the children will regard the bulletin

board more as something they have created. Bulletin boards should also be adapted to various levels of difficulty to accomodate even the slowest and most reluctant learners.

Hobby Centers. Most children have hobbies and are easily coerced into learning to read so that they can read about their particular hobbies. The scope is unlimited. Children should be encouraged to read about their hobbies and areas of interest they may not have considered. This type of material can be varied quite easily in its difficulty. In addition, some children may need a great deal of structure in their reading of these materials, others may not need much structure at all. The important thing is to provide the students with the information they need to know.

Relating Time to Reading. Another meaningful activity is to have children relate time (time of day, month, etc) to number symbols. This establishes associations among symbol, sound, and referent. Children can keep personal calendars in which they note activities, events, television shows, and so on. In addition, a large classroom calendar can be constructed for use with class activities and events. Many activities can be constructed around the use of calendars, clocks, and other time-measuring devices.

Sign and Billboard Reading. Street signs and billboards provide yet another method of teaching reading as a meaningful activity. Children can copy billboard information they see everyday and use the information in classroom

activities. Signs and product labels provide a means by which children can learn important words like "stop," "go," "walk," "keep off," "poison," and "danger."

Directions. Directions in the room--north, east, south, and west--can also be labeled. Besides providing reading experience, direction labeling can provide good practice in skills prerequisite for map reading.

Map Reading and Construction. Even very young children can get a great deal out of constructing and labeling their own maps. Either individually, or in groups, children can make maps of things and places that are familiar to them: playgrounds, the classroom, their homes, etc. One possible activity is a treasure hunt using maps of the classroom.

Weather Charts. Another "real world" reading activity involves the use of weather charts in the classroom. Children can make individual charts of their own, and/or contribute to a large classroom chart. Information about temperature, humidity, and such can be recorded on the chart. Temperature ranges can be studied and compared to temperatures recorded during some other particular month. Many other related activities can be utilized in conjunction with the weather chart. The weather chart is a means of relating reading to the child's own world and things he experiences. The weather chart also provides valuable practice in integrating mathematic skills with reading, and developing higher-order skills like the ability to make comparisons.

Photograph Stimuli. Many children have a great deal of difficulty discussing or writing about activities like field trips, even a short while after the experience. And language charts often use more teacher language than student language. When children have trouble remembering the sequence of events or highlights of a trip, photographs can supply the needed additional stimulus.

Photographs can be used in activities requiring descriptions to be made by the students. By labeling the pictures, the teacher can provide very important practice in relating written language to objects, events, and experiences.

Drama. Use drama as a support for reading. Role playing, improvisation, and other dramatic activities give youngsters a chance to translate the printed page or word world of the mind into action. Instead of telling youngsters what a smirk is or what a waddle is, show them. By showing them they gain, through visual experience, "feel" what is meant.

If a youngster has difficulty understanding the meaning of a word, he needs some kind of experience with the word for it to become real and usable in his own mind, and often dramatic activity is the quickest way to supply this experience. For example, if a youngster is troubled by a description of how a character walked or talked, he can be shown by the teacher or by other children who would interpret

the words through their actions. "Gamboling sheep" might make more sense to him after some children pretend being sheep and gambol around the room. Also if children attempt to step into the shoes of the characters they are reading about, their understanding can be decidedly deepened. Furthermore, dramatic activity can reveal misunderstandings in reading and can give the teacher a chance to provide the necessary experiences to overcome some misunderstandings. Frequently work in improvisation and role playing will lead to more sophisticated dramatic activity in which children write their own scripts or work from professionally written scripts. When this happens children will spend hours reading and rereading material until it sounds "right" to them.

Main Characters. After reading a story with children, ask them to find a picture that best represents one of the main characters. When children return with the pictures, there will usually be as many different pictures as there are students. The job will then become one of looking at the original text to see whether the pictures fit the description. This procedure is not only enjoyable for youngsters, but teaches them to read closely. The same sort of thing can be done in response to descriptions of scenes, objects and so forth.

Picture Narratives. Use pictures as the basis for making picture narratives. A picture narrative is a single

picture or series of pictures that tells a story; sometimes it is accompanied by words. Examples of picture narratives abound in the work of Norman Rockwell. James Thurber's The Last Flower is a good example of a picture narrative accompanied by words. His "Hound and the Bug" is a good example of a wordless picture narrative. The pictures in such narratives can consist of photographs, paintings, drawings, cartoons or objects. For example, a picture series could show a youngster smiling, then in a store buying an ice cream cone, then licking the cone, then the cone on the ground, then the youngster crying, and then a woman handing the crying youngster a coin. When children are given a series of pictures such as these they are able to make up a verbal narrative line with ease. Their stories can then be written down and compared with others. They will differ because children will not always choose the same order. They can caption the pictures on story boards and exchange them. The pictures can be removed each time and attached to a new story board. Actually, some youngsters can draw their own pictures and caption them. When youngsters compare what they have written--the teacher may choose to take dictation--with what others have written, considerable reading goes on. This reading can lead to improved future writing as youngsters pick up ideas, words, phrases, and techniques from each other.

Word Picture Collages. Have children make word-picture collages. This allows them to create something while at the same time inducing them to read. A word-picture collage is simple to make. It consists of words and pictures pasted on cardboard or some other object and usually is centered on a particular theme such as school, how I see myself, my best friend, my neighborhood, and so forth. Children are given magazines, circulars and anything else that has pictures and words in it that can be cut up. The children then begin searching for words and pictures that fit their theme. As these are found they are pasted on a surface in some kind of order. For example, a youngster showing his reactions to the zoo could include pictures of bears, tigers, camels, etc. and along with these he might include supporting words such as fierce, mammoth, furry, bristly, slink, pace, sleepy eyed, etc. These could be pasted on a board cut in a shape of a bear or anything else dealing with the zoo. In order to find appropriate words to support their ideas children often read hundreds of words to find the one that fits. Frequently it is wise to have children work in pairs. This gives them an opportunity to talk about words. Such talk can significantly contribute to language growth, for in working with one another, youngsters have the opportunity to raise questions about meanings, compare ideas, discuss the similarity of words, and so forth. The talk is purposefully directed and often more valuable

than whole class discussions.

Books. Books that are full of pictures and illustrations will often attract children to reading. Have as many photography books, art books, collections of cartoons, insect books, books written by children (including those published in your own classoom) and any other kind of reading materials that says just by its looks, "Read me!" Often a youngster will leaf through such books and now and then read captions, and then soon may find himself fully engrossed. A classroom needs a variety of books to attract to reading the variety of children in it.

Recordings. Bring recordings of stories, plays and poems to class and have the children listen to several over a period of weeks. Discuss these as you go along pointing especially to the professional quality of the work (sound effects, music, appropriateness of the voices used, and so forth). As youngsters become aware of how these are done, it will become possible for them to imitate these models and make their own productions. Class stories, plays and poems can then be prepared by small groups in the class. These can be taped and played for as many groups as would profit from them.

The suggestions that have been surveyed here offer only a few ideas for varying reading instruction and making it a more meaningful activity for the young child. Hopefully, these ideas will be considered, experimented with,

adapted, and built upon in an effort to teach purpose in reading as well as process. The underlying premise of these suggestions is that besides what a child reads, how he feels while he is reading, and what he feels about the reading process are important variables each and every teacher must consider.

## Materials and Books Suitable for Preschool Reading Instruction

Today, more than at any other time, there is an abundance of materials available that are suitable for preschool reading instruction. Materials range from traditional workbooks to elaborate audio-visual material. Time and space prohibits detailed descriptions of all the materials available. Appendix B, however, presents short summaries of instructional materials which may be easily obtained from the publisher listed. Admittedly, this list of materials is not exhaustive; therefore, Appendix C presents a list of publishers who specialize in reading materials at all grade levels.

More than likely, one of the greatest difficulties facing the preschool teacher is that of determining what tradebooks are suitable for preschool children. Closely akin to the above problem is the problem of identifying tradebooks which can be used to correlate reading with other areas of the preschool curriculum. Recognizing these difficulties, this writer compiled a list of over 800 books which have been

placed in the following categories:

1. Alphabet Book
2. Animals
3. Beginnings
4. City
5. Construction and Machinery
6. Counting
7. Country
8. Families
9. Fantasy
10. Games and Crafts
11. Human Body
12. Opposites; Other Perspectives
13. Peoples of the World
14. Plants
15. Poetry, Songs, and Rhymes
16. Problem-Solving
17. Puppetry
18. Records
19. Relationships with Others
20. Seas, Rivers, and Oceans
21. Shapes and Sizes
22. Sounds
23. Talking about Feelings
24. Transportation
25. Weather

Hopefully, the teacher will use this list as a starting point for her classroom library. Similarly, the teacher might work with the school librarian in obtaining the books on this list and adding others to it.

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# APPENDIX A

## GUIDE TO MATERIALS FOR PREREADING INSTRUCTION

# GUIDE TO MATERIALS FOR PREREADING INSTRUCTION

## ADDISON-WESLEY PUBLISHING COMPANY
Sand Hill Road
Menlo Park, California 94025

The Addison-Wesley Learning Readiness and Language Experience Kit. Preschool kit; complete readiness program.

## ALLIED EDUCATION COUNCIL
P. O. Box 78
Galien, Michigan 49113

Shape Matching. Workbook; Grade Preschool-3; Primary; Readiness; Paperback, 1968

Shape Completion. Workbook; Grade Preschool-3; Primary; Readiness; Paperback, 1969

Shape Analysis and Sequencing. Workbook; Grade Preschool-3; Primary; Readiness; Paperback, 1969

Alphabet and Common Nouns. Workbook; Grade Preschool-3; Primary; Readiness, Word recognition-vocabulary; Paperback, 1968

Books 1-10. Workbook; Grade 1-6; Adult; Readiness; Word recognition-vocabulary; Paperback, 1967, 1969

## ALLYN AND BACON, INC.
470 Atlantic Avenue
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Our Book. Visual aid; Grade Kindergarten; Primary; Readiness; 1968

Big Book. Visual aid; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1968

Sheldon Phonics Charts. Visual aid; Grade 1; Primary; Readiness; 1964

Picture Cards. Visual aid; Grade 1; Primary; Readiness; 1968

AMERICAN BOOK COMPANY
55 Fifth Avenue
New York, New York 10003

Fun for All. Reader; Grade Kindergarten; Primary; Other; Readiness, Word recognition-vocabulary; Paperback, 1965

Alphabet Cards, Alphabet Picture Cards, Word Cards. Visual aid; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1969

AMERICAN EDUCATION PUBLICATIONS
55 High Street
Middletown, Connecticut 06457

Weekly Reader Preschool Program. Enrichment reader; Grade Preschool; Primary; Readiness; Paperback, 1966

Zip's Book of Wheels. Enrichment reader; Grade Preschool; Primary; Readiness, Interests and taste; Paperback

Zip's Book of Puzzles. Enrichment reader; Grade Preschool; Primary; Readiness, Interests and taste; Paperback

Zip's Book of Animals. Enrichment reader; Grade Preschool, Kindergarten; Primary; Readiness, Interests and taste; Paperback

My Weekly Surprise. Enrichment reader; Grade Kindergarten; Primary; All skills; Paperback

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Phonics and Word Power-Program 1. Enrichment reader; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback

AMERICAN GUIDANCE SERVICE, INC.
Publisher's Building
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Level P. Boxed developmental materials; Grade Preschool, Kindergarten; Primary; Readiness, Word recognition-vocabulary, 1968

Level I. Boxed developmental materials; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1965

Level II. Boxed developmental materials; Grade 2; Primary; Readiness, Word recognition-vocabulary; 1969

Level III. Boxed developmental materials; Grade 2; Primary; Readiness, Word recognition-vocabulary, Comprehension; 1967

PEABODY REBUS READING PROGRAM

Red and Blue Are on Me, Reader One. Supplementary reader; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1969

Can You See a Little Flea? Reader Two. Supplementary reader; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback

Supplementary Lessons Kit. Boxed developmental materials; Grade Preschool, Kindergarten; Primary; Readiness, Word recognition-vocabulary; Paperback, 1969

BEHAVIORAL RESEARCH LABORATORIES
Box 577
Palo Alto, California 94302

Readiness in Language Arts Program, Books 1-6. Visual aid; Grade Kindergarten, 1; Primary; Readiness; 1967

Teacher's Ed. Paperback, 1967

Reading Program, Books 1-12. Reader; Grade 1, 2; Primary; Other; Readiness, Word recognition-vocabulary; Paperback, 1966

Reading Program, Workbooks 1-16. Workbook; Grade 1-3; Primary, Intermediate; Readiness, Word recognition-vocabulary; Paperback, 1967

Alphabet Cards. Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness; 1968

Coloring Books. Audio-visual; Grade Kindergarten; Primary; Readiness; Paperback, 1968

Word Cards. Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary; 1968

Pictorial Color Cards. Boxed developmental materials; Grade Kindergarten; Primary; Readiness; 1968

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520 East Bainbridge Street
Elizabethtown, Pennsylvania 17022

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Independent Activities 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten; Primary; Readiness; 1958

Seeing Likenesses and Differences 1, 2, and 3, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1964

Long and Short Vowels, Pre-Printed Master Carbon Units. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1966

Variant Vowel Sounds, Pre-Printed Master Carbon Units. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1967

Phonics and Word-Analysis Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten; Primary; Readiness; 1966

Supplementary Reading Art Activities 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten 1; Primary; Readiness; 1964

Visual Readiness Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamentals Program-Visual Motor Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamental Program-Visual Discrimination 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamentals Program-Thinking Skills 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten; Primary; Readiness; 1958

The Reading Fundamentals Program-Beginning Sounds 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten, 1; Primary; Readiness; 1958

The Reading Fundamentals Program-Rhyming 1 and 2, Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten 1; Primary; Readiness; 1958

Reading-Thinking Skills (16 volumes), Pre-Printed Master Carbon Units. Workbook; Grade Kindergarten-6; Primary, Intermediate; All skills; 1963

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Individual Lesson Folders. Workbook; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; Paperback, 1969

Oral English, Learning a Second Language, Pupil's Book. Supplementary reader; Grade Kindergarten-3; Primary; Readiness; Paperback, 1969

Language Development Cards, Group B. Visual aid; Grade Kindergarten-3; Primary; Readiness, Word recognition-vocabulary; 1969

Wall Charts (3). Visual aid; Grade Kindergarten-3; Primary; Readiness; 1969

Pocket Chart. Visual aid; Grade Kindergarten-3; Primary; Readiness; 1969

Sounds and Stories (Packet of 20 pace tapes). Audio aid; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; 1969

Language Development Cards, Group A. Visual aid; Grade Kindergarten-3; Primary; Readiness; 1969

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The child soon learns how to use the Activity Wheel, which pictures several different kinds of activities for him. He is assigned to two activities each day but may request an option if he prefers.

B. Adequate Materials

The laboratory materials in Kindergarten Keys provide the materials necessary for conducting a complete curriculum in perceptual learning. Included are a basic library of picture books, story books, and songbooks; geometric templates and shapes for teaching mathematical concepts and art; color charts; number charts; 268 picture concept cards and 336 vocabulary cards for language arts, mathematics, science, social studies, and reading readiness; a pocket chart for teaching concepts of time, weather, and sound-symbol relationships; and Up We Go, the pupil's activity book. Up We Go is both a teaching tool and a measuring instrument, providing meaningful activities for the child and a specific developmental plan for measuring behavioral performance. The teacher is given suggestions for handling individual differences through extended activities. Suggestions for teacher-parent and -child counseling are augmented by keeping the record of progress appearing on pages 127-28 in the pupil's activity book. This report sheet is to be detached at the beginning of school and kept in the child's record folder.

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Make-A-Story Cards. Visual aid; Grade Preschool-1; Primary; Readiness; 1968

Plastic Letters and Numbers. Visual aid; Grade Preschool-1; Primary; Readiness

Listening with Mr. Bunny Big Ears (Records). Audio aid; Grade Preschool-2; Primary; Readiness; 1965

Listen and Learn with Sparky Coloring Work-Manual. Workbook; Grade Kindergarten-2; Primary; Readiness, Word recognition-vocabulary; 1968

Sound Tunes (Record). Audio aid; Grade Kindergarten-2; Primary; Readiness; 1968

Meet Mr. Mix-Up (Record). Audio aid; Grade Kindergarten-2; Primary; Readiness

Flash Cards. Visual aid; Grade Kindergarten-2; Primary; Readiness; 1966

Who Said It (Record). Audio aid; Grade Kindergarten-2; Primary; Readiness; 1966

Flash Cards to Accompany Record. Visual aid; Grade Kindergarten-2; Primary; Readiness, Word recognition-vocabulary; 1966

Basic Elementary Spelling Skills Volumes 1-5 (Records). Audio aid; Grade 2-6; Primary Intermediate; Readiness, Word recognition-vocabulary; 1967

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Weston Woods Aud-X Libraries (Filmstrips and recordings). Audio-visual aid; Grade Kindergarten-3; Primary; Readiness, Interests and taste

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Set 71-85 Controlled Reader Processing Filmstrips (15) and Tach-X Word Recognition Filmstrips (5). Visual aid; Grade 2, 3; Primary; Readiness, Word recognition-vocabulary

Aud-X Reading Sheets 1-11. Reader, Workbook; Grade Kindergarten, 1; Primary; Word recognition-vocabulary, Comprehension, Interests and taste

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Tach-X Word Recognition Book 1-40. Workbook; Grade Kindergarten-2; Primary; Word recognition-vocabulary; Paperback

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Shape Up. Teaching machine or device; Grade Preschool-1; Primary; Readiness

Wonder Words. Teaching machine or device; Grade Kindergarten-3; Primary; Word recognition-vocabulary; 1966

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425 North Michigan Avenue
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Language Experiences in Reading Level III Pupil Book. Workbook; Grade 3; Primary; Readiness; Word recognition-vocabular, Study skills; Paperback, 1967

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I Hear a Rhyme-Educational Filmstrips. Audio-visual aid; Grade Kindergarten, 1; Primary; Readiness; Word recognition-vocabulary; 1957

FIELD EDUCATIONAL PUBLICATIONS, INC.
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Time Machine Series. Supplementary reader; Grade Preschool-2; Primary; Word recognition-vocabulary, Comprehension; Hard Cover, 1965

Long Playing Records to Accompany the Leonard Books (Samples of a series). Audio aid; Grade Preschool-2; Primary; Interests and taste; 1965

FOLLETT PUBLISHING COMPANY
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Kindergraph Material. Workbook; Grade Kindergarten; Primary; Readiness; Paperback, 1960

The Frostig Program for the Development of Visual Perception. Visual aid; Grade 1; Primary; Readiness; 1964

I Want to Learn. Workbook; Grade 1; Primary; Readiness; Paperback, 1966

Charts. Visual aid; Grade 1; Primary; Readiness; 1966

Big Bug, Little Bug (Sample of the Beginning to Read Series) Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1961

A Day With Debbie. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1966

Something to Read and Do. Workbook; Grade 1; Primary; Readiness; Paperback, 1966

Teacher's Ed. Paperback, 1965

Four Seasons with Suzy. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

In the Big City. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

Sunny Days in the City. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1965

Play with Jimmy. Enrichment reader; Grade Kindergarten; Primary; Readiness; Hard Cover, 1963

Fun with David. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1963

Laugh with Larry. Enrichment reader; Grade 1; Primary; Readiness; Hard Cover, 1963

Activities Book 1. Workbook; Grade 1; Primary; Readiness; Paperback, 1964

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The Happy Bears Story Book. Enrichment reader; Grade Preschool 1; Primary; Readiness; Paperback, 1956

The Happy Bears, A Story Reading Pad. Workbook; Grade Preschool-1; Primary; Readiness

The Happy Bears Game. Boxed developmental materials; Grade Preschool-1; Primary; Readiness, Word recognition-vocabulary; 1956

Match, Set 1 and Set 2. Boxed developmental materials; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; 1953

Picture Readiness Game. Boxed developmental materials; Grade Preschool, Kindergarten; Primary; Readiness; 1949

Who Gets It? Boxed developmental materials; Grade Preschool, Kindergarten; Primary; Readiness; Word recognition-vocabulary; 1954

Readiness for Reading. Workbook; Grade Preschool-1; Primary; Readiness; Paperback, 1949

Picture-Word Cards. Visual aid; Grade 1, 2; Primary; Readiness, Word recognition-vocabulary; 1941.

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Basic Card Sets Levels 2-10. Visual aid; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; 1969

Building Pre-Reading Skills Kit A-Language. Boxed developmental materials; Grade Preschool-1; Primary; Readiness; 1965

Kit B-Consonants. Boxed developmental materials; Grade Preschool-1; Primary; Readiness; 1966

Album 1-Songs in the Reading Readiness Program. Audio aid; Grade 1; Primary; Readiness

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My Little Red Story Book. Reader; Grade 1; Primary; Local; Readiness; Paperback, 1966

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My Little Blue Story Book, Pre-Primer III. Reader; Grade 1; Primary; Local; Readiness; Paperback, 1966

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Teacher's Guide 1. Paperback

Individual Letter Cards. Visual aid; Grade Kindergarten, 1; Primary; Readiness

Workpad 1-2. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback

Workpad 3-6. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback

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Fun at the Pond. Workbook; Grade 1; Primary; Readiness; Paperback, 1966

Frog Fun. Reader; Grade 1; Primary; Other; Readiness; Word recognition-vocabulary; Paperback, 1963

Tuggy. Reader; Grade 1; Primary; Other; Readiness, Word recognition-vocabulary; Paperback, 1963

On Our Way to Read: Basic Readiness Book. Workbook; Grade Kindergarten, 1; Primary; Local environment; Readiness; Paperback, 1966

Teacher's Ed. for On Our Way to Read: Basic Readiness Book (Duplicating masters). Paperback, 1966

Off We Go with Stories. Reader; Grade Preschool-1; Primary; Local environment; Readiness; Paperback, 1966

City Days, City Ways. Reader; Grade 1; Primary; Local environment; Readiness, Word recognition-vocabulary; Paperback, 1966

Pre-Primer Workbook. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1966

Janet and Mark. Reader; Grade 1; Primary; Local environment; Readiness, Word recognition-vocabulary; Paperback, 1966

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Objects that Rhyme. Teaching machine or device; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary

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Name Pictures for Flannel Board. Visual aid; Grade Kindergarten, 1; Primary; Readiness

Action Pictures for Flannel Board, Rhyming Pictures for Flannel Board. Visual aid; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary

Rhyming Puzzles. Visual aid; Grade Kindergarten-2; Primary; Readiness, Word recognition-vocabulary

Color Recognition Chart. Visual aid; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary

Rhyming Chart. Visual aid; Grade Preschool-1; Primary; Readiness

Reading-Writing Readiness Chart. Visual aid; Grade Preschool-1; Primary; Readiness

Reading Readiness Transparencies. Visual aid; Grade Preschool-1; Primary; Readiness

Reading Readiness Tapes. Audio aid; Grade Kindergarten, 1; Primary; Readiness

Duplicator Workbook for Reading Readiness Tapes. Workbook; Grade Kindergarten, 1; Primary; Readiness; Paperback

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Classification-Opposites-Sequence Tapes. Audio aid; Grade Kindergarten, 1; Primary; Readiness, Comprehension

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Pictures for Classification Opposites. Visual aid; Grade Kindergarten, 1; Primary; Readiness, Comprehension

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IMPERIAL INTERNATIONAL LEARNING
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Gateway to Good Reading. (Auditory discrimination). Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness

Visual Perception. Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness; 1970

Taped Lessons (20 reel-to-reel tapes or cassettes). Audio aid; Grade Kindergarten, 1; Primary; Readiness; 1970

We Learn the Colors and Their Names. Boxed developmental materials; Grade Kindergarten, 1; Primary; Readiness; 1967

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407 East 25th Street
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Pictures to Read. Reader; Grade Kindergarten, 1; Primary; Readiness; Paperback, 1962

Fun with Pictures. Workbook; Grade Kindergarten, 1; Primary; Readiness; Paperback, 1962

Three of Us. Reader; Grade Kindergarten, 1; Primary; Readiness; Paperback, 1962

Play with Us. Reader; Grade Kindergarten, 1; Primary; Readiness; Paperback, 1962

Fun with Us. Reader; Grade Kindergarten, 1; Primary; Local environment; Readiness; Paperback, 1962

Ride with Us. Reader; Grade Kindergarten, 1; Primary; Local environment; Readiness; Paperback, 1962

Many Surprises. Reader; Grade 1; Primary; Local environment; Readiness; Hard Cover, 1962

Teacher's Ed. Paperback, 1962

Fun to do Books. Workbook; Grade 1; Primary; Readiness; Paperback, 1962

Fun to do Books. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1962

Down Our Way. Reader; Grade 1; Primary; Local environment; Readiness, Word recognition-vocabulary; Hard Cover, 1962

See Us Come, Pre-Primer 1. Reader; Grade 1; Primary; Local environment; Readiness, Word recognition-vocabulary; Paperback, 1958

See Us Play, Pre-Primer 2. Reader; Grade 1; Primary; Local environment; Readiness, Word recognition-vocabulary; Paperback, 1958

Stories from Everywhere. Reader; Grade 1; Primary; Local environment; Readiness; Hard Cover, 1962

Teacher's Ed. Paperback, 1962

Workbook. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1962

Workbook. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1962

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Which One? Workbook; Grade Preschool, Kindergarten; Primary; Readiness, Word recognition-vocabulary; Paperback, 1968

We Can Read. Reader; Grade 1; Primary; Readiness, Word recognition-vocabulary; Hard Cover, 1963

We Write What We Can Read (Revised). Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1969

Getting Ready for Reading, Writing, and Arithmetic-Pre-School Headstart Kindergarten Teacher's Guide. Paperback, 1968

OPEN COURT PUBLISHING COMPANY
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Consonant Picture Pack. Visual aid; Grade 1; Primary; Readiness; 1963

Phonovisual Consonant Workbook. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1966

Phonovisual Consonant Chart. Visual aid; Grade 1; Primary; Readiness; 1960

I Can. Visual aid; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1963

Phonovisual Skill Builders. Visual aid; Grade 1; Primary; Readiness; 1959

Come to My Party. Visual aid; Grade 1; Primary; Readiness; Paperback, 1963

Phonovisual Vowel Workbook. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1966

Phonovisual Vowel Chart. Visual aid; Grade 1; Primary; Readiness; 1960

Phonovisual Vowel Flipstrips. Visual aid; Grade 1; Primary; Readiness; 1963

Vowel Picture Pack. Visual aid; Grade 1; Primary; Readiness, Word recognition-vocabulary; 1963

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PLAY 'N TALK
P.O. Box 18804
Oklahoma City, Oklahoma 73118

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Now Everyone Can Read, Series I. Workbook; Grade 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1962

Riddles 'n Rhyme (Records 1-31). Audio aid; Grade Kindergarten, 1; Primary; Readiness; 1968

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Match-and-Check Set 1, Set 2, Set 3, and Set 4. Boxed developmental materials; Grade Preschool-1; Primary; Word recognition-vocabulary; 1967

Posters (Set of 4). Visual aid; Grade 1; Primary; Readiness; 1959

STANDARD EDUCATIONAL CORPORATION
130 North Wells Street
Chicago, Illinois 60606

Words to Know. Supplementary reader; Grade Preschool-1; Primary; Readiness, Word recognition-vocabulary

TEACHERS' COLLEGE PRESS
Columbia University
525 West 120th Street
New York, New York 10027

Workbooks. Workbook; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1964

Rhyming Word Cards. Visual aid; Grade 1; Primary; Readiness, Word recognition-vocabulary

Anagram Cards. Visual aid; Grade 1; Primary; Readiness; Word recognition-vocabulary

Read Along with Me (Story booklet). Supplementary reader; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary; Paperback, 1964

When People Talk on the Telephone. Supplementary reader; Grade 4-6; Intermediate; Readiness, Word recognition-vocabulary; Paperback, 1964

THE TITAN CORPORATION
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Pic-a-Pair Series 1, Pattern Recognition. Visual aid; Grade Preschool, Kindergarten; Primary; Readiness; 1969

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WEBSTER DIVISION
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Tell Again Story Cards, Levels I and II. Boxed developmental materials; Grade Kindergarten, 1; Primary; All Skills; 1967

Alphabet Strips. Visual aid; Grade Kindergarten, 1; Primary; Readiness

WORD MAKING PRODUCTIONS
721 Kearns Building, P.O. Box 305
Salt Lake City, Utah 84110

Rebus Picture Puzzles (Initial Sounds). Workbook; Grade 1-3; Primary; Readiness, Word recognition-vocabulary; 1969

Read-the-Picture Storybooks (12 books). Supplementary reader; Grade 1-4; Primary; Intermediate; Readiness, Word recognition-vocabulary; Paperback, 1967

Snoopy Snake. Supplementary reader; Grade 3; Primary-Adult; Readiness; Hard Cover, 1963

Word Making Cards. Visual aid; Grade Kindergarten, 1; Primary; Readiness, Word recognition-vocabulary

Word Making Picture Stickers. Visual aid; Grade Kindergarten-2; Primary; Readiness, Word recognition-vocabulary

Musically Speaking. Audio aid; Grade Kindergarten, 1; Primary; Readiness; Paperback, 1969

WORDCRAFTERS GUILD
St. Albans School
Massachusetts and Wisconsin Avenue, N.W.
Washington, D.C. 20016

Student Syllabascope. Teaching machine or device; Primary-Junior High; Readiness, Word recognition-vocabulary

Teacher Syllabascope. Teaching machine or device; Grade 1; Primary; Readiness, Word recognition-vocabulary

The 220 Basic Sight Words. Visual aid; Grade 1-3; Primary; Readiness, Word recognition-vocabulary

Teacher Syllabication Set. Visual aid; Grade 1-3; Primary; Readiness, Word recognition-vocabulary

# APPENDIX B

# PUBLISHERS OF READING MATERIALS

# PUBLISHERS OF READING MATERIALS

Addison-Wesley Publication Co.
Sand Hill Road
Menlo Park, California 94025

Allied Education Council
P.O. Box 78
Galien, Michigan 49113

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02111

American Book Company
55 Fifth Avenue
New York, New York 10003

American Education Publications
55 High Street
Middletown, Connecticut 06457

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Americana Interstate Corporation
501 East Lange Street
Mundelein, Illinois 60060

Ann Arbor Publishers
610 South Forest
Ann Arbor, Michigan 48104

Appleton-Century-Crofts
440 Park Avenue, South
New York, New York 10016

Associated Education Services Corporation
Selected Academic Readings
Rockefeller Center
630 Fifth Avenue
New York, New York 10020

Atomic Enterprises, Inc.
2545 Boulevard Place
Indianapolis, Indiana 46208

Baldridge Reading Instruction Materials, Inc.
14 Grigg Street
Greenwich, Connecticut 06830

Barnell Loft, Ltd.
111 South Centre Avenue
Rockville
New York, New York 11570

Barnes and Noble, Inc.
105 Fifth Avenue
New York, New York 10003

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

Benefic Press
1900 N. Narragansett Avenue
Chicago, Illinois 60639

Better Reading Program, Inc.
230 East Ohio Street
Chicago, Illinois 60611

Bobbs-Merrill Company, Inc.
4300 West 62 Street
Indianapolis, Indiana 46206

Bolt, Beranek and Newman, Inc.
22 Moulton Street
Cambridge, Massachusetts 02138

Book-Lab, Inc.
1449 37th Street
Brooklyn, New York 11218

Burgess Publishing Company
426 South Sixth Street
Minneapolis, Minnesota 55414

Cambridge University Press
32 East 57th Street
New York, New York 10022

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

Civic Education Service
1733 K Street, N.W.
Washington, D.C. 20006

Cliff's Notes, Inc.
Department CE010
Bethany Station
Lincoln, Nebraska 68505

Continental Press, Inc.
520 East Bainbridge Street
Elizabethtown, Pennsylvania
17022

Coronet Learning Programs
65 East South Water Street
Chicago, Illinois 60601

Craig Research, Inc.
3410 South LaCienega Boulevard
Los Angeles, California 90016

Creative Educational Society
515 North Front Street
Mankato, Minnesota 56001

Croft Educational Services
100 Garfield Avenue
New London, Connecticut 06320

John Day Company, Inc.
62 West 45th Street
New York, New York 10036

J. M. Dent and Sons, Ltd.
100 Scarsdale Road
Con Mills, Ontario, Canada

Dexter and Westbrook, Ltd.
111 South Centre Avenue
Rockville Centre, New York 11571

Economy Company
1901 North Walnut, Box 25308
Oklahoma City, Oklahoma 73105

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520

Educational Developmental
Laboratories, Inc.
284 Pulaski Road
Huntington, New York 11743

Educational Games, Inc.
200 Fifth Avenue
New York, New York 10010

Educators Publishing Service
301 Vassar Street
Cambridge, Massachusetts 02139

EMC Corporation
Educational Materials Division
180 East 6th Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Press
425 North Michigan Avenue
Chicago, Illinois 60611

English Language Services, Inc.
800 18th Street, N.W.
Washington, D.C. 20006

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94306

Fern Tripp Company
2035 East Sierra Way
Dinuba, California 93618

Field Educational Publications
(Harr Wagner Publishing Company)
609 Mission Street
San Francisco, California 94105

Folkways Records and Service
Corporation
165 West 46th Street
New York, New York 10036

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

Garrard Publishing Company
1607 North Market Street
Champaign, Illinois 61820

Ginn and Company
Statler Building
Back Bay P. O. Box 191
Boston, Massachusetts 02117

Glencoe Press
3701 Wilshire Boulevard
Beverly Hills, California 90211

Globe Book Company
175 Fifth Avenue
New York, New York 10010

Good Reading Communications
505 Eighth Avenue
New York, New York 10018

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

Harcourt, Brace & World, Inc.
757 Third Avenue
New York, New York 15017

Harlow Publishing Corporation
P.O. Box 898
212 East Gray Street
Norman, Oklahoma 73070

Harper & Row
2500 Crawford Avenue
Evanston, Illinois 60201

Harvey House, Inc.
Irvington-on-Hudson
New York, New York 10533

D. C. Heath & Company
Division of Raytheon Company
285 Columbus Avenue
Boston, Massachusetts 02116

Highlights for Children, Inc.
2300 West Fifth Avenue
Columbus, Ohio 43216

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

The Hubbard Company
500 Court Street
Defiance, Ohio 43512

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

Imperial International Learning
Box 548
Kankakee, Illinois 60901

Initial Teaching Alphabet
Publication
20 East 46th Street
New York, New York 10017

Laidlaw Brothers
Thatcher and Madison
River Forest, Illinois 60305

Lawrence Publishing Company
Room 716-18
617 South Olive Street
Los Angeles, California 90013

Linguistica
Box 619
Ithaca, New York 14850

J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania
19105

Lyons and Carnahan, Inc.
407 East 25th Street
Chicago, Illinois 60616

McCormick Mathers Publishing Company, Inc.
300 Pike Street
Cincinnati, Ohio 45202

McGraw-Hill Book Company
Division of McGraw-Hill, Inc.
330 West 42 Street
New York, New York 10036

McQueen Publishing Company
Box 198 Route 1
Tiskilwa, Illinois 61368

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus Ohio 43216

Modern Curriculum Press
P.O. Box 9
Berea, Ohio 44017

Modern Educational Research
250 West Girard Avenue
Philadelphia, Pennsylvania 19123

New Reader's Press
Laubach Literacy, Inc.
P.O. Box 131
1011 Harrison Street
Syracuse, New York 13210

Noble and Noble Publishers
750 Third Avenue
New York, New York 10017

Oklahoma Publishing Company
P.O. Box 25125
Oklahoma City, Oklahoma 73215

Open Court Publishing Company
1307 Seventh Street, Box 399
LaSalle, Illinois 61301

Oxford Book Company
71 Fifth Avenue
New York, New York 10003

Penns Valley Publishers, Inc.
119½ Frazier Street
State College of Pennsylvania
University Park, Pennsylvania 16802

Perceptual Development Laboratories
Box 1911
Big Springs, Texas 79720

George Pflaum Publishing Company
38 West Fifth Street
Dayton, Ohio 45402

Phonovisual Products, Inc.
4708 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Play 'N Talk
P.O. Box 18804
Oklahoma City, Oklahoma 73118

Portal Press
605 Third Avenue
New York, New York 10016

Prentice-Hall, Inc.
Box 903
Englewood Cliffs, New Jersey 07632

Psychotechniques, Inc.
7433 North Harlem Avenue
Chicago, Illinois 60648

Rand McNally Company
Box 7600
Chicago, Illinois 60680

Random House
457 Madison Avenue
New York, New York 10022

Readers' Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Reading Laboratory, Inc.
370 Lexington Avenue
New York, New York 10036

Scholastic Book Services, Inc.
50 West 44th Street
New York, New York 10036

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Silver Burdett Company
Park Avenue and Columbia Road
Morristown, New Jersey 07960

The L. W. Singer Company, Inc.
249 West Erie Boulevard
Syracuse, New York, 13202

Standard Educational Corporation
130 North Wells Street
Chicago, Illinois 60606

The Steck Vaughn Company
P.O. Box 2028
Austin, Texas 78767

Teachers' College Press
Columbia University
525 West 120th Street
New York, New York 10027

The Titan Corporation
Educational Division
130 West Wieuca Road, N.E.
Atlanta, Georgia 30305

United Educators, Inc.
Tangley Oaks
Educational Center
Lake Bluff, Illinois 60044

University of London
Saint Paul's House
Warwick Lane
London, England EC4

University of Michigan Press
Monographs in Education
Ann Arbor, Michigan 48104

University of Minnesota
2037 University Avenue, S.E.
Minneapolis, Minnesota 55455

University of Nebraska Press
Nebraska Hall 215
Lincoln, Nebraska 68508

Wadsworth Publishing Company
Belmont, California 94002

Washington Square Press, Inc.
630 Fifth Avenue
New York, New York 10020

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Wenkart Publishing Company
4 Shady Hills Square
Cambridge, Massachusetts
02138

H. W. Wilson Company
950 University Avenue
Bronx, New York 10452

Word Making Productions
721 Kearns Building
P.O. Box 305
Salt Lake City, Utah 84110

Wordcrafters Guild
St. Albans School
Massachusetts and Wisconsin
Avenue N.W.
Washington, D.C. 20016

# APPENDIX C

## BOOKS FOR PRESCHOOL CHILDREN

# BOOKS FOR PRESCHOOL CHILDREN

## ALPHABET BOOKS

| Author | Title | Publisher |
|---|---|---|
| Anglund, Joan Walsh | A is for Always | Harcourt |
| Anglund, Joan Walsh | In a Pumplin Shell: a Mother Goose ABC | Harcourt |
| Asimov, Isaac | ABC's of Space | Walker and Co. |
| Asimov, Isaac | ABC's of the Ocean | Walker and Co. |
| Banner, Angela | Ant and Bee and the ABC | Watts |
| Birmingham, John | ABC | Bobbs-Merrill |
| Bond, Jean Carey | A is for Africa | Franklin Watts |
| Brown, Marcia | Peter Piper's Alphabet | Scribner's |
| Crews, Donald | We Read: A - Z | Harper & Row |
| Duvoisin, Roger | A for the Ark | Lothrop |
| Falls, C. B. | ABC Book | Doubleday |
| Freeman, Don | Add a Line Alphabet | Golden Gate |
| Gag, Wanda | ABC Bunny | E. M. Hale |
| Garten & Batherman | The Alphabet Tale | Random |
| Gibbon, Amelia | An Illustrated Comic Alphabet | Walck |
| Gordon, Isabel | ABC Hunt | Viking |
| Grossbart, Francine | A Big City | Harper & Row |
| Hanna-Barbera | Pebbles Flintstone's ABC | Whitman Books |
| Heide, Florence P. | Alphabet Zoop | McCall's |

| Author | Title | Publisher |
|---|---|---|
| Holl, Adelaide | The ABC's of Carts, Trucks, and Machines | American Heritage |
| Howard-Gibbon, Amelia France | An Illustrated Comic Alphabet | Walck |
| Ilsley, Belma | M is for Moving | Walck |
| Ipcar, Dahlov | I Love My Anteater with an A | Knopf |
| Johnson, Crockett | Harold's ABC | Harper |
| Kaufman, Joe | Words | Golden Press |
| Kredenser, Gail | ABC's of Bumptious Beasts | Harlin Quist |
| Krieger, David | Letters and Words | Young Scott Books |
| Lear, Edward | A Was Once an Apple Pie: a Nonsense Alphabet | Scholastic Book Service |
| Leuthold, Catherine Fuller | Beast: an Alphabet of Fine Prints | Little Brown |
| McGinley, Phyllis | All Around the Town | Lippincott |
| Massie, Diane R. | Dazzle | Parents' |
| Matthiesen, Thomas | ABC: an Alphabet Book | Platt and Munk |
| Moore, Lou | I Live in the City | Whitman Books |
| Morse, Samuel F. | All in a Suitcase | Little Brown |
| Munari, Bruno | Bruno Munari's ABC | World |
| Osswald, Edith and Mary Reed | My First Golden Dictionary | Golden Press |
| Peppe, Rodney | The Alphabet Book | Four Winds Press |
| Piatti, Celestino | Celestino Piatti's Animal ABC | Atheneum |
| Polak, John | True to Life ABC Book Including Numbers | Grosset & Dunlap |

| Author | Title | Publisher |
|---|---|---|
| Rey, Hans A. | Curious George Learns the Alphabet | Houghton |
| Scarry, Richard | Best Word Book Ever | Golden Press |
| Schlesinger, Alice | Here We Go Around the Mulberry Bush | Grosset |
| Seuss | Dr. Seuss's A & B & C | Beginner |
| Steiner, Charlotte | My Slippers are Red | Knopf |
| Walker, Barbara K. | I Packed my Trunk | Follett |
| Warburg, Sandol Stoddard | From Ambledee to Zumbledee | Houghton-Mifflin |
| Watson, Nancy D. | What Does A Begin With | Knopf |
| Wildsmith, Brian | Brian Wildsmith's ABC | Franklin Watts |
| Williams, Garith | The Big Golden Animal ABC | Golden Press |
| Zacks, Irene | Space Alphabet | Prentice-Hall |

ANIMALS

| | | |
|---|---|---|
| Alberti, Trude | The Animals' Lullaby | World |
| Allen, Robert | A Child's World of Animals | Platt and Munk |
| Allen, Robert | The Zoo Book | Platt and Munk |
| Animal Picture Books | Playful Pets (and others in series | Renwal Products |
| Berg, Jean Horton | Nobody Scares a Porcupine | Westminster |
| Bethell, Jean | Barney Beagle | Wonder-Treasure |
| Birnbaum, Abe | Green Eyes | Capital |
| Brown, Margaret W. | Golden Bunny and 17 Other Stories | Golden Press |

| Author | Title | Publisher |
|---|---|---|
| Brown, Margaret W. | Home for a Bunny | Golden Press |
| Brown, Margaret Wise | The Runaway Bunny | Harper |
| Carroll, Ruth | The Chimp and the Clown | Walck |
| Carroll, Ruth | Where's the Bunny | Walck |
| Cass, Joan | The Cats Go to Market | Abelard |
| Chenery, Janet | Wolfie | Harper |
| Conklin, Gladys | Little Apes | Holiday |
| Daniels, Guy | The Tsar's Riddles | McGraw-Hill |
| D'Aulaire, Ingri and Edgar Parin | Animals Everywhere | Doubleday |
| Daly, Eileen | Butterfly: (Story of Magic) | Whitman Books |
| Dennis, Wesley | Flip | Viking |
| Dennis, Wesley | Flip and the Morning | Viking, Seafarer |
| Dennis, Wesley | Tumble, the Story of a Mustang | Scholastic |
| Duvoisin, Roger A. | Petunia | Knopf |
| Eastman, P. D. | Are You My Mother? | Random |
| Ets, Marie Hall | In the Forest | Viking, Seafarer |
| Ets, Marie Hall | Play with Me | Viking, Seafarer |
| Fatio, Louise | Happy Lion | McGraw-Hill |
| Fisher, Aileen | We Went Looking | T. Y. Crowell |
| Flack, Marjorie | Angus and the Cat | Doubleday |
| Flack, Marjorie | Ask Mister Bear | Doubleday |
| Garelick, May | What Makes a Bird a Bird? | Follett |
| Gay, Zhenya | What's Your Name | Viking |

| Author | Title | Publisher |
|---|---|---|
| Golden Shape Books | The Elephant Book (and others in series) | Golden Press |
| Golden Shape Books | Bug Book (and others in series) | Golden Press |
| Golden Shape Books | The Bear Book | Golden Press |
| Golden Shape Books | The Tiger Book | Golden Press |
| Golden Shape Books | The Turtle Book | Golden Press |
| Golden Shape Books | The Zoo Book | Golden Press |
| Green, Mary | Everybody Has a House and Everybody Eats | W. R. Scott |
| Hall, Bill | Whatever Happens to Kittens? | Golden Press |
| Hall, Bill | Whatever Happens to Puppies? | Golden Press |
| Hoff, Syd | The Horse in Harry's Room | Harper |
| Holl, Adelaide | One Kitten for Kim | Addison-Wesley |
| Ipcar, Dahlov | The Cat at Night | Doubleday |
| Ipcar, Dahlov | I Like Animals | Knopf |
| Jacobs, Allan D. and Leland B. Jacobs | Behind the Circus | Lerner |
| Johnson, Ryerson | Let's Walk up the Wall | Holiday |
| Kahl, Ann | Trouble is a Cat | Robert B. Luce |
| Krauss, Ruth | Bears | Harper & Row/ Scholastic |
| La Fontaine, Jean de | The Lion and the Rat | Franklin Watts |
| Leaf, Anne | Mother Goose | Rand McNally |
| Levenson, Dorothy | Too Many Pockets | Wonder-Treasure |

| Author | Title | Publisher |
|---|---|---|
| Lipkind, William and Nicholas Mordvinoff | The Two Reds | Harcourt |
| Lipkind, William | Nubber Bear | Harcourt |
| Lobel, Arnold | A Holiday for Mister Muster | Harper & Row |
| Lobel, Arnold | The Zoo for Mister Muster | Harper & Row |
| Lowrey, Janette Sebring | Poky Little Puppy | Golden Press |
| Mann, Peggy | The Boy With a Billion Pets | Coward McCann |
| Mason, Sue | Animals Talk to Me | Rand McNally |
| Mayer, Mercer | A Boy, a Dog and a Frog | Dial Press |
| Miles, Miska | Mississippi Possum | Little Brown |
| Munari, Bruno | Bruno Munari's Zoo | World |
| Nakatani, Chiyoko | The Day Chiro was Lost | World |
| Potter, Beatrix | The Tale of Benjamin Bunny | Warne |
| Potter, Beatrix | The Tale of Jemima Puddleduck (and others in series) | Warne |
| Prague, Artia | Turtle and Her Friends | Golden Press |
| Reit, Seymour | Animals Around My Block | McGraw-Hill |
| Rey, Hans A. | Anybody at Home | Houghton |
| Rey, Hans A. | Curious George | Houghton |
| Rey, Hans A. | Curious George Gets a Medal | Scholastic |
| Rey, Hans A. | Curious George Rides a Bike | Scholastic |

| Author | Title | Publisher |
|---|---|---|
| Rey, Hans A. | Curious George Takes a Job | Scholastic |
| Rey, Hans A. | Feed the Animals | Houghton |
| Rey, Hans A. | Find the Animals | Houghton |
| Rey, Hans A. | See the Circus | Houghton |
| Rey, Hans A. | Where's My Baby? | Houghton |
| Risom, Ole | I Am a Bear | Golden Press |
| Risom, Ole | I Am a Bunny | Golden Press |
| Risom, Ole | I Am a Kitten | Golden Press |
| Risom, Ole | I Am a Mouse | Golden Press |
| Risom, Ole | I Am a Puppy | Golden Press |
| Robinson, Tom | Buttons | Viking, Sea[illegible]rer |
| Rojankovsky, Feodor | Animals on the Farm | Knopf |
| Scarry, Richard | What Animals Do | Golden Press |
| Skaar, Grace | Nothing But Cats and All About Dogs | W. R. Scott |
| Skaar, Grace | The Very Little Dog | W. R. Scott |
| Turkle, Brinton | Thy Friend, Obediah | Viking |
| Wildsmith, Brian | Brian Wildsmith's Wild Animals | Franklin Watts |
| Woodcock, Louise | The Smart Little Kitty | W. R. Scott |
| Zakhoder, Boris | Rosachok | Lothrop |
| Zion, Gene | Harry the Dirty Dog | Harper & Row |

| Author | Title | Publisher |
|---|---|---|
| | BEGINNINGS | |
| Brawley, Eleanor Riggins | Lisa's Spring Baby | John Knox |
| Brown, Margaret W. | Golden Egg Book | Golden Press |
| Conklin, Gladys | Insects are Babies | Holiday House |
| Darby, Gene | What is a Plant? | Benefic Press |
| Davis, Daphne | The Baby Animal Book | Golden Press |
| Flack, Marjorie | Tim Tadpole and the Great Bullfrog | Doubleday |
| Fujikawa, Gyo | Baby Animals | Grosset |
| Grant, Bruce | How Chicks are Born | Rand McNally |
| Gregor, Arthur | Animal Babies | Harper & Row |
| Hobson, Laura | I'm Going to Have a Baby | John Day |
| Ipcar, Dahlov | Wonderful Egg | Doubleday |
| Kumin, Maxine W. | Eggs of Things | Putnam |
| Lord, Beman | Our New Baby's ABC | Walck |
| Provenson, Alice and Martin Provenson | Who's in the Egg? | Golden Press |
| Selsam, Millicent E. | All Kinds of Babies | Four Winds Press |
| Showers, Paul and Kay Sperry | Before You Were A Baby | T. Y. Crowell |
| Stevens, Carla | The Birth of Sunset's Kittens | W. R. Scott |
| Tresselt, Alvin R. | Rain Drop Splash | Lothrop |
| Watson, Aldren A. | My Garden Grows | Viking |
| Webber, Irma E. | Bits That Grow Big | W. R. Scott |

| Author | Title | Publisher |
|---|---|---|
| | CITY | |
| Aliki | My Visit to the Dinosaurs | T. Y. Crowell |
| Asch, Frank | Linda | McGraw-Hill |
| The Bank Street College of Education | In the City People Read | Macmillan |
| Barrett, Judith | Old MacDonald Had an Apartment House | Atheneum |
| Binzen, Bill | Miquel's Mountain | Coward-McCann |
| Blos, Joan W. | "It's Spring," She Said | Knopf |
| Bourne, Miriam Anne | Emilio's Summer Day | Harper & Row |
| Brenner, Barbara | Barto Takes the Subway | Knopf |
| Burton, Virginia Lee | Little House | Houghton |
| Dawson, Rosemary and Richard | A Walk in the City | Viking |
| Felt, Sue | Rosa-Too-Little | Doubleday |
| Fenton, Edward | The Big Yellow Balloon | Doubleday |
| Freeman, Don | Corduroy | Viking, Seafarer |
| Funk, Tom | I Read Signs | Holiday House |
| Hawkinson, John and Lucy | The Little Boy Who Lives Up High | Albert Whitman |
| Holl, Adelaine | Bright, Bright Morning | Lothrop |
| Hopkins, Lee Bennett | I Think I Saw a Snail: Young Poems for City Seasons | Crown Publishers |
| Horvath, Betty | Hooray for Jasper | Watts |
| Humphrey, Henry | What Is It For? | Simon and Schuster |

| Author | Title | Publisher |
|---|---|---|
| Kempner, Carol | Nicholas | Simon and Schuster |
| Lansdown, Brenda | Galumph | Houghton |
| Lonergan, Joy | Brian's Secret Errand | Doubleday |
| McGinley, Phyllis | The Horse Who Lived Upstairs | Lippincott |
| Mendoza, George | And I Must Hurry, for the Sea is Coming in | Prentice-Hall |
| Misch, Robert J. | At Daddy's Office | Knopf |
| Nash, Veronica | Carlito's World: A Block in Spanish Harlem | McGraw-Hill |
| Ressner, Philip | At Night | E. P. Dutton |
| Rice, Inez | A Tree This Tall | Morrow |
| Schick, Eleanor | City in the Summer | Macmillan |
| Schick, Eleanor | City in the Winter | Macmillan |
| Schick, Eleanor | 5A and 7B | Macmillan |
| Schneider, Nina | While Susie Sleeps | W. R. Scott |
| Scott, Ann Herbert | Big Cowboy Western | Lothrop |
| Shortall, Leonard | Peter in Grand Central Station | Morrow |
| Sharoff, Victor | Garbage Can Cat | Westminster |
| Shuttlesworth, Dorothy | ABC of Buses | Doubleday |
| Tresselt, Alvin | It's Time Now | Lothrop |
| Will and Nicholas | The Two Reds | Harcourt |
| Wright, Ethel | Saturday Walk | W. R. Scott |
| Van Leeuwen, Jean | Timothy's Flower | Random |
| Vasiliu, Mircea | What's Happening? | John Day |

| Author | Title | Publisher |
|---|---|---|
| | CONSTRUCTION AND MACHINERY | |
| Bason, Lillian | Castles and Mirrors and Cities of Sand | Lothrop |
| Branley, Franklyn M. and Eleanor K. Vaughn | Mickey's Magnet | Scholastic |
| Emberly, Ed | London Bridge is Falling Down | Little Brown |
| Epstein, Sam and Beryl Epstein | Take This Hammer | Hawthorn |
| Gramatky, Hardie | Hercules | Putnam |
| Kohn, Bernice | Ramps | Hawthorn |
| Oppenheim, Joanne | Have You Seen Roads | W. R. Scott |
| Reit, Seymour | Round Things Everywhere | McGraw-Hill |
| Rowan, Dick | Everybody In: a Counting Book | Bradbury Press |
| Spier, Peter | London Bridge is Falling Down | Doubleday |
| Stevenson, James W. | If I Owned a Candy Factory | Little Brown |
| Tresselt, Alvin | Wake Up, City! | Lothrop |
| Wheeling, Lynn | When You Fly | Little Brown |
| Zaffo, George | Big Book of Read Building and Wrecking Machines | Grosset & Dunlap |
| Zaffo, George | Giant Nursery Book of Things That Go | Doubleday |
| Zaffo, George | Giant Nursery Book of Things that Work | Doubleday |

| Author | Title | Publisher |
|---|---|---|
| | COUNTING | |
| Alian | One, Two, Three, Going to Sea | Scholastic |
| Allen, Robert | Count with Me | Platt and Munk |
| Allen, Robert | Numbers | Platt and Munk |
| Barr, Catherine | 99 Ducks Plus One | Walck |
| Brody, Virginia | Round the Clock Book | Renwal Products |
| Carle, Eric | One, Two, Three to the Zoo | World |
| Crews, Donald | Ten Black Dots | Scribner's |
| DeCaprio, Annie | One, Two | Wonder-Treasure |
| Dee, Carolyn | Count the Puppies | Rand McNally |
| Emberley, Barbara and Ed. | One Wide River to Cross | Scholastic |
| Francoise | Jeanne Marie Counts Her Sheep | Children's |
| Friskey, Margaret | Chicken Little Count-to-Ten | Grosset |
| Gag, Wanda | Millions of Cats | Coward-McCann |
| Gretz, Susanna | Teddy Bear One to Ten | Follett |
| Kennel, Mortiz | Animal Counting Book | Goldren Press |
| Kruss, James | Three by Three | Macmillan |
| Langstaff, John and Feodor Rojankovsky | Over in the Meadow | Harcourt |
| McLeod, Emilie W. | One Snail and Me | Little Brown |
| Memling, Carl | I Can Count | Golden Press |
| Moore, Lilian | My Big Golden Counting Book | Golden Press |

| Author | Title | Publisher |
|---|---|---|
| Moore, Lillian | My First Counting Book | Golden Press |
| Oxenbury, Helen | Numbers of Things | Franklin Watts |
| Peppe, Rodney | Circus Numbers | Delacorte |
| Sendak, Maurice | One was Johnny | Harper and Row |
| Wadsworth, Olive | Over in the Meadow | Wonder-Treasure |
| Ziner, Feenie and Paul Galdone | Counting Carnival | Coward-McCann |
| Zolotow, Charlotte | One Step, Two | Lothrop |
| | COUNTRY | |
| Bartlett, Margaret Farrington | The Clean Brook | T. Y. Crowell |
| Beim, Jerrold | Country School | Morrow |
| Blegvad, Erik and Lenore | One is for the Sun | Harcourt |
| Brown, Margaret W. | Little Island | Doubleday |
| Brown, Margaret W. | Wait Till the Moon is Full | Harper |
| Carrick, Carole | Swamp Spring | Macmillan |
| Chaffin, Lillie D. | Bear Weather | Macmillan |
| Chaffin, Lillie D. | I Have a Tree | David White |
| Chonz, Selina | Florina and the Wild Bird | Walck |
| Conklin, Gladys | I Caught a Lizard | Holiday House |
| Conklin, Gladys | I Like Caterpillars | Holiday House |
| D'Aulaire, Ingri and Edgar Parin | Don't Count Your Chickens | Doubleday |
| Ets, Marie Hall | Gilberto and the Wind | Viking Seafarer |

| Author | Title | Publisher |
|---|---|---|
| Fisher, Aileen | Cricket in a Thicket | Scribner's |
| Fisher, Aileen | Listen, Rabbit | T. Y. Crowell |
| Freeman, Don | A Rainbow of My Own | Viking |
| Friskey, Margaret | Seven Diving Ducks | Children's Press |
| Garelick, May | Where Does the Butterfly Go When It Rains | W. R. Scott/ Scholastic |
| Garboff, Abner | Old MacDonald Had a Farm | Scholastic |
| Graham, John and Feodor Rojankovsky | A Crowd of Cows | Harcourt |
| Hazen, Barbara S. | What's Inside | Lion Press |
| Heyduck-Hieth, Hilda | In the Forest | Harcourt |
| Heyduck-Hieth, Hilda | In the Village | Harcourt |
| Heyduck-Hieth, Hilda | The Three Birds | Harcourt |
| Heyduck-Hieth, Hilda | When the Sun Shines | Harcourt |
| Hoffman, Hilda | The Green Grass Grew All Around | Macmillan |
| Holl, Adelaine | The Remarkable Egg | Lothrop |
| Howell, Ruth Rea | Everything Changes | Atheneum |
| Ipcar, Dahlov | Brown Cow Farm | Doubleday |
| Ipcar, Dahlov | One Horse Farm | Doubleday |
| Jackson, Jacqueline | Chicken Ten Thousand | Little Brown |
| Lenski, Lois | Cowboy Small | Walck |
| Lerner, Sharon | Who Will Make Up Spring | Lerner Publications |
| Massie, Diane | A Birthday for Bird | Parents' |
| Mizumura, Kazue | The Way of an Ant | T. Y. Crowell |
| Oppenheim, Joanne | Have You Seen Trees? | Scott |

| Author | Title | Publisher |
|---|---|---|
| Nodset, Joan | Who Took the Farmer's Hat? | Harper |
| Peet, Bill | Fly Home Fly | Houghton |
| Rosen, Ellsworth | Spiders are Spinners | Houghton |
| Schoenherr, John | The Barn | Little Brown |
| Sewell, Helen | Blue Barns | Macmillan |
| Shortall, Leonard | Country Snowplow | Morrow |
| Taylor, Mark | Henry the Explorer | Atheneum |
| Taylor, Mark | Henry Explores the Jungle | Atheneum |
| Tresselt, Alvin | Wake Up Farm | Lothrop |
| Wahl, Jan | The Fishermen | W. W. Norton |
| Walters, Marguerite | The City Country ABC | Doubleday |
| Ward, Lynd | The Biggest Bear | Houghton |
| Watson, Jane | Birds | Golden Press |
| Wright, Betty Ren | Good Morning Farm | Golden Press |
| Zion, Gene | All Falling Down | Harper & Row |

FAMILIES

| | | |
|---|---|---|
| Alexander, Martha | The Story Grandmother Told | Dial Press |
| Borack, Barbara | Grandpa | Harper & Row |
| Brownstone, Cecily | All Kinds of Mothers | David McKay |
| Buckley, Helen E. | Grandfather and I | Lothrop |
| Buckley, Helen E. | Grandmother and I | Lothrop |
| Buckley, Helen E. | My Sister and I | Lothrop |
| Cleary, Beverly | The Real Hole | Morrow |

| Author | Title | Publisher |
|---|---|---|
| Coombs, Patricia | Waddy and His Brother | Lothrop |
| Ellentuck, Shan | My Brother Bernard | Abelard |
| Flack, Marjorie | Ask Mr. Bear | Macmillan |
| Gill, Joan | Hush, Jon! | Doubleday |
| Guilfoile, Elizabeth | Nobody Listens to Andrew | Follett |
| Hill, Elizabeth S. | Evan's Corner | Holt |
| Hoban, Russell | Baby Sister for Frances | Harper & Row |
| Hoban, Russell | Harvey's Hideout | Parents' |
| Hoban, Russell and Lillian Hoban | Bread and Jam for Frances | Harper & Row/ Scholastic |
| Hogan, Carol G. | Eighteen Cousins | Parents' |
| Keats, Ezra Jack | Peter's Chair | Harper & Row |
| Kessler, Ethel and Leonard Kessler | The Day Daddy Stayed Home | Doubleday |
| Lenski, Lois | Cowboy Small | Walck |
| Lenski, Lois | The Little Auto | Walck |
| Lenski, Lois | Papa Small | Walck |
| Littel, Robert | Left and Right with Lion and Ryan | Cowles Books |
| McCloskey, Robert | Blueberries for Sale | Viking, Seafarer |
| McCloskey, Robert | Make Way for the Ducklings | Viking, Seafarer |
| McCloskey, Robert | One Morning in Maine | Viking |
| McNulty, Faith | When a Boy Wakes Up in the Morning | Knopf |
| Mann, Peggy | That New Baby | Coward-McCann |
| Mizumura, Kazue | If I Were a Mother | T. Y. Crowell |

| Author | Title | Publisher |
|---|---|---|
| Myers, Walter M. | Where Does the Day Go? | Parents' |
| Penn, Ruth B. | Mommies are for Loving | Putnam |
| Petersham, Maud and Miska Petersham | The Circus Baby | Macmillan |
| Puner, Helen | Daddies--What They Do All Day | Lothrop |
| Reit, Seymour | Dear Uncle Carlos | McGraw-Hill |
| Schick, Eleanor | Peggy's New Brother | Macmillan |
| Schlein, Miriam | Laurie's New Brother | Abelard |
| Simon, Norma | Daddy Days | Abelard |
| Sonneborn, Ruth | Friday Night is Papa Night | Viking |
| Taylor, Sydney | Dog Who Came to Dinner | Follett |
| Turkle, Brinton | Obadiah the Bold | Viking, Seafarer |
| Zolotow, Charlotte | Do You Know What I'll Do? | Harper & Row |

FANTASY

| | | |
|---|---|---|
| Alexander, Martha | Maybe a Monster | Doubleday |
| Ambrus, Victor | The Little Cockerel | Harcourt |
| Anglund, Joan W. | Nibble, Nibble Mousekin | Harcourt |
| Bianco, Margery | The Velveteen Rabbit or How Toys Become Real | Doubleday |
| Blecher, Wilfried | Where is Willie? | McGraw-Hill |
| Bonsall, Crosby N. | The Case of the Cat's Meow | Harper & Row |

| Author | Title | Publisher |
|---|---|---|
| Bonsall, Crosby N. | The Case of the Hungry Stranger | Harper & Row |
| Bright, Robert | The Friendly Bear | Doubleday |
| Bright, Robert | Georgie | Doubleday |
| Bright, Robert | My Hopping Bunny | Doubleday |
| Briggs, Raymond | The Mother Goose Treasury | Coward-McCann |
| Brooke, Leslie | Johnny Crow's Garden | Warne |
| Brooke, Leslie | The Story of the Three Bears | Warne |
| Brooke, Leslie | The Story of the Three Pigs | Warne |
| Brooks, Anita | A Small Bird Sang | John Day |
| The Brothers Grimm | Little Red Riding Hood | World |
| Brown, Beatrice Curtis | Johnathan Bing | Lothrop |
| Brown, Marcia | How, Hippo | Scribner |
| Brown, Marcia | Stone Soup | Scribner's |
| Brown, Marcia | Three Billy Goats Gruff | Harcourt |
| Calhohn, Mary | The Pixy and the Lazy Housewife | Morrow |
| The Child Study Association | Read-to-Me Storybook | T. Y. Crowell |
| Craig, Jean M. | The Dragon in the Clock Box | W. W. Norton |
| Dalgleish, Alice | The Little Wooden Farmer | Macmillan |
| Daly, Kathleen N. | The Three Bears | Golden Press |
| Daudet, Alphonse | The Brave Little Goat of Monsieur Seguin | World |
| Daugherty, James H. | Andy and the Lion | Viking, Seafarer |

| Author | Title | Publisher |
|---|---|---|
| Devlin, Wende | Aunt Agatha, There's a Lion Under the Couch | Van Nostrand |
| DuBois, William Pene | Bear Party | Viking, Seafarer |
| Dugan, William | Machines | Golden Press |
| Duvoisin, Roger | Donkey-Donkey | Parents' |
| Duvoisin, Roger | Petunia's Christmas | Scholastic |
| Duvoisin, Roger | Veronica's Smile | Knopf |
| Flora, James | Little Hatchy Hen | Harcourt |
| Frank, Josette | Poems to Read to the Very Young | Random |
| Galdone, Paul | Henny Penny | Seabury |
| Gag, Wanda | Funny Thing | Coward-McCann |
| Gag, Wanda | Nothing at All | Coward-McCann |
| Garelick, May | What's Inside | W. R. Scott/ Scholastic |
| Gergeley, Ribor | Tibor Gergeley's Great Big Book of Bedtime Stories | Golden Press |
| Goodall, John S. | The Adventures of Paddy Pork | Harcourt |
| Garboff, Abner | Do Catbirds Wear Whiskers? | Putnam |
| Grimm, Jacob | Traveling Musicians | Harcourt |
| Harrison, David L. | The Boy with a Drum | Golden Press |
| Heide, Florence Parry and Sylvia Van Clief | Maximilian | Funk and Wagnalls |
| Hewett, Anita | The Bull Beneath the Walnut Tree, and Other Stories | McGraw-Hill |
| Hughes, Madeleine | Why Carlo Wore a Bonnet | Lothrop |
| Hurd | Little Dog Dreaming | Harper |

| Author | Title | Publisher |
|---|---|---|
| Hutchins, Pat | Rose's Walk | Macmillan |
| Janus, Grete | Teddy | Lothrop |
| Kessler, Ethel and Leonard | Do Bears Sit in Chairs? | Doubleday |
| Kessler, Leonard P. | Kick, Pass and Run | Scholastic |
| Kirn, Ann | Beeswax Catches a Thief | Norton |
| Kirn, Ann | The Peacock and the Crow | Four Winds |
| Koren, Edward | Don't Talk to Strange Bears | Simon and Schuster |
| Kravetz, Nathan | He's Lost It! Let's Find It! | Walck |
| Langstaff, John | Frog Went A-Courtin' | Harcourt |
| Lindgren, Astrid | The Tomten and the Fox | Coward-McCann |
| Lionni, Leo | Alexander and the Wind-Up Mouse | Pantheon |
| Lobel, Arnold | Small Pig | Harper and Row |
| Maik, Henri | The Foolish Bird | McKay |
| Mayer, Mercer | There's a Nightmare in My Closet | Dial Press |
| Minarik, Else | A Kiss for Little Bear | Harper |
| Mosel, Arlene M. | Tikki Tikki Tembo | Holt |
| Myers, Bernice | Not This Bear! | Four Winds |
| Ness, Evaline | Mr. Miacca | Holt |
| Olschewski, Alfred | Winterbird | Houghton |
| Ormondroyd, Edward | Broderick | Parnassus |
| Péne du Bois, William | Three Little Pigs | Viking |

| Author | Title | Publisher |
|---|---|---|
| Peter, John | What Time Is It? | Wonder-Treasure |
| Preston, Edna M. | Pop Corn and Ma Goodness | Viking |
| Ringi, Kjell | The Magic Stick | |
| Robertson, Lillian | Picnic Woods | Harcourt |
| Sandburg, Carl | The Wedding Procession of the Rag Doll and The Broom Handle and Who Was In It | Harcourt |
| Scarry, Richard | What Do People Do All Day? | Random |
| Scott, Ann Herbert | Not Just One | Lothrop |
| Sendak, Maurice | Where the Wild Things Are | Harper & Row |
| Seuss | And To Think That I Saw It On Mulberry Street | Vanguard |
| Seuss | The Cat in the Hat | Random |
| Seuss | Hop on Pop | Random |
| Seuss | How the Grinch Stole Christmas | Random |
| Seuss | If I Ran the Zoo | Random |
| Seuss | Mr. Brown Can Moo, Can You? | Random |
| Shulevitz, Uri | One Monday Morning | Scribner's |
| Slobodkina, Esphyr | Caps for Sale | W. R. Scott |
| Steig, William | Roland the Minstrel Pig | Harper & Row |
| Steig, William | Sylvester and the Magic Pebble | Simon and Schuster |
| Stevens, Carla | Rabbit and Skunk and Spooks | Scholastic |
| Stewopeli, Ruth | Hello, Joe | Whitman Books |

| Author | Title | Publisher |
|---|---|---|
| Tresselt, Alvin | World in the Candy Egg | Lothrop |
| Trez, Denise and Alain Trez | Good Night, Veronica | Viking |
| Trez, Denise and Alain Trez | Maila and the Flying Carpet | Viking |
| Ungerer, Tomi | Crictor | Harper & Row/ Scholastic |
| Vipont, Elfrida | The Elephant and the Bad Boy | Coward-McCann |
| Will and Nicholas | The Magic Feather Duster | Harcourt |
| Wright, Blanche Fisher | The Real Mother Goose | Rand |
| Yashima, Taro | Seashore Story | Viking |
| Ziegler, Ursina | Squaps the Moonling | Atheneum |
| Zion, Gene | No Roses for Harry | Harper |

GAMES AND CRAFTS

| | | |
|---|---|---|
| Arnold, Wesley F. | Fun with Next to Nothing | Harper & Row |
| Bate, Barbara Kruger | The Fun and Games Book | Platt and Munk |
| Bertail, Inez | Complete Nursery Song Book | Lothrop |
| Carlson, Bernice W. | Listen! and Help Tell the Story | Abingdon |
| Fujikawa, Gyo | Mother Goose | Grosset |
| Grayson, Marion F. | Let's Do Fingerplays | Robert B. Luce |
| Gregg, Elizabeth M. | What to do When "There's Nothing to Do" | Seymour Lawrence/Dell |
| Jacobs, Frances E. | Finger Plays and Action Rhymes | Lothrop |

| Author | Title | Publisher |
|---|---|---|
| Landeck, Beatrice and Elizabeth Crook | Wake Up and Sing!: Folk Songs from America's Grass Roots | Marks/Morrow |
| Lopshire, Robert | How to Make Flibbers etc. | Beginner |
| Miles, Betty | A House for Everyone | Knopf |
| Myrick, Jean | Ninety-Nine Pockets | Lantern |
| Ogle, Lucille and Tina Thoburn | I Spy: a Picture Book of Objects in a Child's Home Environment | |
| Pflug, Betsy | Funny Bags | Van Nostrand-Reinhold |
| Pierce, June | Finger Plays and Action | Wonder-Treasure |
| Razzi, James | Easy Does It. Things to Make and Do | Parents' |
| Saunders, Everett E. | Paper Art | Whitman Books |
| Schwalback, James | Fun-Time Crafts | Children's Press |
| Simon, Seymour | Soap Bubbles | Hawthorn |
| Skaar, Grace | What Do the Animals Say? | W. R. Scott |
| Tashjain, Virginia A. | Juba This and Juba That: Story Hour Stretches for Large and Small Groups | Little Brown |
| Temko, Florence and Simon Temko | Paperfolding to Begin with | Bobbs-Merrill |
| Ungerer, Tomi | One, Two, Where's My Shoe | Harper & Row |
| Vogel, Ilse-Margret | Little Plays for Little People | Parents' |
| Zacharias, Thomas and Wanda Zacharias | Where is the Green Parrot? | Delacorte |

| Author | Title | Publisher |
|---|---|---|
| | HUMAN BODY | |
| Aliki | My Hands | T. Y. Crowell |
| Bishop, Claire H. | The Man Who Lost His Head | Viking |
| Bonsall, Crosby | Whose Eye Am I? | Harper & Row |
| Brenner, Barbara | Faces | E. P. Dutton |
| Brown, Margaret W. | Four Fur Feet | W. R. Scott |
| Ets, Marie Hall | Talking Without Words | Viking |
| Fisher, Aileen | Going Barefoot | T. Y.Crowell |
| Goldin, Augusta R. | Straight Hair, Curly Hair | T. Y. Crowell |
| Klimowicz, Barbara | The Strawberry Thumb | Abingdon Press |
| Klimowicz, Barbara | Fred, Fred, Use Your Head | Abingdon Press |
| Larranaga, Robert D. | The King's Shadow | Carolrhoda Books |
| Molarsky, Osmond | Right Thumb, Left Thumb | Addison-Wesley |
| Russell, Solveig P. | All Kinds of Legs | Bobbs-Merrill |
| Seuss | The Foot Book | Random |
| Showers, Paul | Look at Your Eyes | T. Y. Crowell |
| Vasiliu, Mircea | The World Is Many Things | John Day |
| | OPPOSITES: OTHER PERSPECTIVES | |
| Aichinger, Helga | The Elephant, the Mouse and the Flea | Atheneum |
| Balet, Jan | The King and the Broom Maker | Delacorte |
| Bendick, Jeanne | Why Can't I? | McGraw-Hill |
| Branley, Franklyn M. | What Makes Day and and Night | T. Y. Crowell |

| Author | Title | Publisher |
|---|---|---|
| Brown, Margaret | Color Kittens | Golden Press |
| Chambers, Selma | Little Golden Book of Words | Golden Press |
| Charlip, Remy | Fortunately | Parents'/ Scholastic |
| De Caprio, Annie | Dinosaur Ben | Wonder-Treasure |
| Duvoisin, Roger | What's Right for Tulip | Knopf |
| Eastman, Philip D. | Are You Mother? | Beginner |
| Elwart, Joan | In, On, Under and Through | Whitman Books |
| Ets, Marie Hall | Cow's Party | Viking |
| Fisher, Aileen | Clean as a Whistle | T. Y. Crowell |
| Fisher, Aileen | In the Middle of the Night | T. Y. Crowell |
| Gag, Wanda | Snippy and Snappy | Coward-McCann |
| Garelick, May | Look at the Moon | Scott |
| Gibson, Myra T. | What Is Your Favorite Thing to Touch? | Grosset & Dunlap |
| Green, Mary M. | Is It Hard: Is It Easy? | W. R. Scott |
| Hoberman, M. A. and N. Hoberman | All My Shoes Come in Twos | Little Brown |
| Hulick, Nancy | Little Golden Picture Dictionary | Golden Press |
| James. Harold | How Many Blacks is the World? | Watts |
| Jardine, Maggie | Up and Down | Wonder-Treasure |
| Johnson, LaVerne B. | Night Noises | Parents' |
| Justus, May | Wonderful School | Golden Press |
| Kaufman, J. | Things in My House | Golden Press |

| Author | Title | Publisher |
|---|---|---|
| Keith, Eros | A Small Lot | Bradbury Press |
| Krauss, Ruth | A Hole is to Dig | Harper & Row |
| McDonald, Golden | Red Light Green Light | Doubleday |
| McNulty, Faith | Arty the Smarty | Wonder-Treasure |
| Martin, Janet | Fast and Slow | Platt and Munk |
| Martin, Janet | Hot and Cold | Platt and Munk |
| Martin, Janet | Large and Small | Platt and Munk |
| Martin, Janet | Light and Heavy | Platt and Munk |
| Merriam, Eve | Do You Want to See Something? | Scholastic |
| Munari, Bruno | The Elephant's Wish | World |
| Nodset, Joan L. | Who Took the Farmer's Hat? | Harper and Row/ Scholastic |
| Parish, Peggy | Amelia Bedelia | Harper and Row |
| Raskin, Ellen | Nothing Ever Happens on My Block | Atheneum |
| Raskin, Ellen | Spectacles | Atheneum |
| Schwalze, Marjorie | A Special Pet | Whitman Books |
| Simon, Patty | Just Like Mommy-Daddy | Wonder-Treasure |
| Steiner, Charlotte | My Bunny Feels Soft | Knopf |
| Thurber, James | Many Moons | Harcourt |
| Yezback, Steven A. | Pumpkinseeds | Bobbs-Merrill |
| Zolotow, Charlotte | Big Brother | Harper & Row |
| Zolotow, Charlotte | Sleepy Book | Lothrop |

| Author | Title | Publisher |
|---|---|---|
| | PEOPLES OF THE WORLD | |
| Andre, Evelyn M. | Things We Like To Do | Abingdon |
| Ayer, Jacqueline | Paper Flower Tree | Harcourt |
| Baker, Betty | Little Runner of the Longhouse | Harper & Row |
| Bemelmans, Ludwig | Quito Express | Viking |
| Binzen, Bill | Carmen | Coward-McCann |
| Brown, Marcia | Felice | Scribner's |
| Burchard, Peter | Chito | Coward-McCann |
| Clark, Ann Nolan | Along Sandy's Trail | Viking |
| Clark, Ann Nolan | Little Indian Pottery Maker | Melmont Publishers |
| Creekmore, Raymond | Lokoshi Learns to Hunt | Macmillan |
| Duarte, M.E.B. | The Legend of the Palm Tree | Grosset & Dunlap |
| Feelings, Muriel | Zamani Goes to Market | Seabury Press |
| Keats, Ezra Jack | My Dog is Lost | Y. T. Crowell |
| Lexau, Joan M. | Maria | Dial Press |
| Mari, Iela | The Magic Balloon | Phillips |
| Mason, Michael | Clyde of Africa | Macmillan |
| Merriam, Eve | Epaminondas | Follett |
| Miles, Miska | Hoagie's Rifle-Gun | Little Brown |
| Morrow, Suzanne Stark | Inatuk's Friend | Little Brown |
| Ness, Evaline | Josefina February | Scribner's |
| Ormsby, Virginia H. | What's Wrong with Julio | Lippincott |
| Politi, Leo | Moy Moy | Scribner's |

| Author | Title | Publisher |
|---|---|---|
| Rasmussen, Knud | Beyond the High Hills | World |
| Roberts, Bruce and Nancy Roberts | A Week in Robert's World: The South | Crowell-Collier |
| Rockwell, Anne | The Good Llama | World |
| Rosenbaum, Eileen | Ronnie | Parents' |
| Schweitzer, Byrd | Amigo | Macmillan |
| Schweitzer, Byrd | One Small Blue Bead | Macmillan |
| Shannon, Terry | A Playmate for Puna | Melmont Publishers |
| Turner, Philip | Brian Wildsmith's Illustrated Bible Stories | Watts |

PLANTS

| | | |
|---|---|---|
| Anglund, Joan W. | Spring is a New Beginning | Harcourt |
| Cameron, Polly | The Green Machine | Coward-McCann |
| Clark, Ann Nolan | Tia Maria's Garden | Viking |
| Collier, Ethel | Who Goes There in My Garden? | W. R. Scott |
| Ets, Marie Hall | Mr. Penny | Viking |
| Fish, Helen D. | When the Root Children Wake Up | Lippincott |
| Jordan, Helene J. | How a Seed Grows | T. Y. Crowell |
| Krauss, Ruth | Carrot Seed | Harper & Row |
| Krauss, Ruth | The Happy Day | Harper & Row |
| Lubell, Winifred and Cecil Lubell | Green is for Growing | Rand McNally |
| Potter, Beatrix | Tale of Peter Rabbit | Warne |
| Selsam, Millicent | Seeds and More Seeds | Harper & Row |

| Author | Title | Publisher |
|---|---|---|
| Udry, Janice M. | A Tree is Nice | Harper & Row |
| Zion, Gene | The Plant Sitter | Harper & Row |

POETRY, SONGS AND RHYMES

| | | |
|---|---|---|
| Beskow, Elsa | Children of the Forest | Delacorte |
| Bonne, Rose | I Know an Old Lady | Rand McNally |
| Buckley, Helen E. | Josie's Buttercup | Lothrop |
| Burroughs, Marguerite | Did You Feed My Cow? | Follett |
| Carroll, Louis | The Walrus and the Carpenter and Other Poems | E. P. Dutton |
| Caudill, Rebecca | Come Along | Holt |
| Ciardi, John | The Reason for the Pelican | Lippincott |
| De Angeli, Marguerite | Book of Nursery and Mother Goose Rhymes | Doubleday |
| DeForest, Charlotte | The Prancing Pony | Walker |
| DeRegniers, Beatrice | What Can You Do with a Shoe? | Harper & Row |
| Eastwick, Ivy O. | In and Out the Windows | Plough Publishing |
| Einsel, Walter | Did You Ever See? | W. R. Scott/ Scholastic |
| Fisher, Aileen | In One Door and Out the Other | T. Y. Crowell |
| Haxton, Elaine | A Parrot in a Flame Tree | |
| Hoffman, Hilde | The City and Country Mother Goose | American Heritage Press |
| Hopkins, Lee Bennett | City Talk | Knopf |
| Humpty Dumpty Magazine Editors | Little Songs for Little People | Parents' |

| Author | Title | Publisher |
|---|---|---|
| Ipcar, Dehlov | The Song of the Day Birds and the Night Birds | Doubleday |
| Landeck, Beatrice | Songs to Grow on | Morrow |
| Laurence, Ester H. | We're off to Catch a Dragon | Abingdon Press |
| Lear, Edward | The Owl and the Pussycat | Little Brown |
| McCord, David | Every Time I Climb a Tree | Little Brown |
| Milne, A.A. | Now We Are Six | E. P. Dutton |
| Milne, A.A. | When We Were Very Young | E. P. Dutton |
| Morgenstern, Christian | Three Sparrows and Other Nursery Poems | Scribner's |
| Goose, Mother | Ring O'Roses | Warne |
| O'Neill, Mary | Hailstones and Halibut Bones | Doubleday |
| Prelutsky, Jack | Lazy Blackbird and Other Versus | Macmillan |
| Raebeck, Lois | Who Am I? | Follett |
| Rand, Gwendolyn | Songs the Sandman Sings | Atheneum |
| Reeves, James | One's None. Old Rhymes for New Tongues | Franklin Watts |
| Scheer, Julian | Rain Makes Applesauce | Holiday House |
| Seeger, Ruth | American Folk Songs for Children | Doubleday |
| Sendak, Maurice | Chicken Soup with Rice | Harper & Row/ Scholastic |
| Spier, Peter | The Fox went out on a Chilly Night | Doubleday |

| Author | Title | Publisher |
|---|---|---|
| Spier, Peter | To Market to Market | Doubleday |
| Stevenson, Robert L. | A Child's Garden of Versus | Franklin Watts |
| Withers, Carl | Favorite Rhymes from a Rocket in My Pocket | Scholastic |
| Withers, Carl | A Rocket in My Pocket | Harcourt |
| Yurchenco, Henrietta | A Fiesta of Folk Songs | Putnam |
| Zemach, Harve | The Speckled Hen | Holt |
| Zeitlin, Patty | Castle in My City | Golden Gate |
| | PROBLEM SOLVING | |
| Baldwin, Ann Norris | Sunflowers for Tina | Four Winds |
| Balian, Lorna | I Love You, Mary Jane | Abingdon |
| Beckman, Kaj | Lisa Cannot Sleep | Watts |
| Benchley, Nathaniel | The Several Tricks of Edgar Dolphin | Harper |
| Bemelmans, Ludwig | Madeline | Viking, Seafarer |
| Bemelmans, Ludwig | Madeline's Rescue | Viking, Seafarer |
| Boyce, Burke | Lions Backward | Doubleday |
| Brande, Marlie | Sleepy Nicholas | Follett |
| Brenner, Barbara | Five Pennies | Knopf |
| Brown, Myra B. | Benjy's Blanket | Watts |
| Burch, Robert | Joey's Cat | Viking |
| Burton, Virginia Lee | Mike Mulligan and His Steam Shovel | Houghton |
| Carroll, Ruth | What Whiskers Did | Walck/Scholastic |
| D'Amato, Janet | My First Book of Jokes | Wonder-Treasure |

| Author | Title | Publisher |
|---|---|---|
| Elkin, Benjamin | Six Foolish Fishermen | Children's/ Scholastic |
| Flack, Marjorie | Story about Ping | Viking/Seafarer |
| Foster, Joanna | Pete's Puddle | Harcourt |
| Graham, Al | Timothy Turtle | Viking |
| Graham, Ruth | The Happy Sound | Follett |
| Greenberg, Polly | Oh Lord, I Wish I Was a Buzzard | Macmillan |
| Hubka, Betty | Where is the Bear? | Golden Press |
| Humphrey, Henry | What is It For? | Simon & Schuster |
| Joslin, Sesyle | What Do You Say Dear? | W. R. Scott |
| Keats, Ezra Jack | Goggles | Macmillan |
| Keats, Ezra Jack | Whistle for Willie | Viking, Seafarer |
| Klein, Leonore | Can You Guess? | Wonder-Treasure |
| Krasilovsky, Phyllis | Man Who Didn't Wash His Dishes | Doubleday |
| Krauss, Ruth | Is This You? | Scholastic |
| Levenson, Dorothy | Too Many Pockets | Wonder-Treasure |
| Lexau, Joan M. | The Rooftop Mystery | Harper & Row |
| Lionni, Leo | Inch by Inch | Astor-Honor |
| Meyer, Mercer | Frog Where Are You? | Dial Press |
| Meyer, Mercer | I Am a Hunter | Dial Press |
| Munari, Bruno | Jimmy has Lost His Cap | World |
| Ormondroyd, Edward | Theodore | Parnassus |
| Payne, Emmy | Katy No-Pocket | Houghton |
| Peake, Sylvia | Wrong-Way Howie Learns to Slide | Whitman Books |

| Author | Title | Publisher |
|---|---|---|
| Perrault, Charles | Puss in Boots | Scribner's |
| Piper, Watty | The Little Engine That Could | Platt and Munk |
| Potter, Beatrix | Tale of Benjamin Bunny | Warne |
| Showers, Paul | Find Out by Touching | T. Y. Crowell |
| Simon, Norman | What Do I Do? | Albert Whitman |
| Simon, Norman | What Do I Say? | Whitman |

PUPPETRY

| | | |
|---|---|---|
| Adair, Margaret Weeks | Do-It-in-a-Day Puppets for Beginners | John Day |
| Batchelder, Marjorie | The Puppet Theatre Handbook | Harper & Row |
| Ficklen, Bessie A. | A Handbook of First Puppets | Lippincott |
| Jagendorf, Moritz | Penny Puppets, Penny Theatre, Penny Plays | Plays, Inc. |
| Lewis, Shari | Making Easy Puppets | E. P. Dutton |
| Pels, Gertrude | Easy Puppets | T. Y. Crowell |
| Rassmussen, Carrie | Fun-Time Puppets | Children's Press |
| Tichenor, Tom | Folk Plays for Puppets You Can Make | Abington Press |
| Worrell, Estelle Ainsley | Be a Puppeteer | McGraw-Hill |

RECORDS

| | | |
|---|---|---|
| Bailey, Charity | Music Time with Charity Bailey | Folkways 7307 |
| | Building a City | Childcraft, OR 221 |
| | Carrot Seed | Childcraft, OR 315 |

| Author | Title | Publisher |
|---|---|---|
| Guthrie, Woody | Songs to Grow on | Folkways 7005 |
| Houston, Cisco | Nursery Rhymes, Games and Folksongs | Folkways 7006 |
| Ives, Burl | Best of Burl Ives for Boys and Girls | Decca 74390 |
| Keeping, Charles | Alfie Finds 'The Other Side of the World' | Franklin Watts |
| Luther, Frank | Mother Goose Songs | Decca 78357 |
| Mills, Alan | Folk Songs for Young Folks--Vols. 1 & 2 | Folkways, 7021 & 7022 |
| Mills, Alan | More Songs to Grow On | Folkways, 7009 |
| | Picture Book Parade Series | Weston Woods |
| Reed, Susan | Songs for the Wee Folk | Elektra 163 |
| Seegar et al | Golden Slumbers | Caedmon 1 |
| Seeger, Peggy | Animal Folk Songs for Children | Folkways 31503 |
| Seeger, Pete | American Folk Songs for Children | Folkways, 31501 |
| Seeger, Pete | American Game and Activity Songs | Folkways, 7022 |

RELATIONSHIPS WITH OTHERS

| | | |
|---|---|---|
| Alexander, Martha | Blackboard Bear | Dial Press |
| Alexander, Martha | Out, Out, Out | Dial Press |
| Alexander, Martha | Sabrina | Dial Press |
| Amoss, Berthe | Tom in the Middle | Harper & Row |
| Anglund, Joan Walsh | A Friend is Someone Who Likes You | Harcourt |

| Author | Title | Publisher |
|---|---|---|
| Baer, Edith | The Wonder of Hands | Parents' |
| Beim, Jerrold | Country Fireman | Morrow |
| Beim, Jerrold | Two is a Team | Harcourt |
| Belpré, Pura | Santiago | Warne |
| Bonsall, Crosby N. | Who's a Pest | Harper & Row |
| Borack, Barbara | Gooney | Harper |
| Borack, Barbara | Someone Small | Harper & Row |
| Brown, Jeanette P. | Ronnie's Wish | Friendship Press |
| Bruna, Dick | The School | Follett |
| Buckley, Helen E. | The Little Pig in the Cupboard | Lothrop |
| Burton, Virginia Lee | Katy and the Big Snow | Houghton |
| Cassidy, Clara | We Like Kindergarten | Golden Press |
| Charlip, Remy | Where is Everybody? | W. R. Scott |
| Charlip, Remy and Burton Supree | Mother, Mother, I Feel Sick, Send for the Doctor, Quick, Quick, Quick | Parent's |
| Cohen, Miriam | Will I Have a Friend? | Macmillan |
| Colman, Hila | Peter's Brownstone House | Morrow |
| Credle, Ellis | Down, Down the Mountain | Thomas Nelson |
| Francoise | The Thank-You Book | Scribner's |
| Frankel, Bernice | Grandpa's Policemen Friends | Whitman Books |
| Freeman, Don | Come Again, Pelican | Viking |
| Freeman, Don | Quiet: There's a Canary in the Library | Golden Gate |

| Author | Title | Publisher |
|---|---|---|
| Froman, Robert | Let's Find out about the Clinic | Watts |
| Gergely, Tibor | Great Big Fire Engine | Golden Press |
| Harris, Isobel | Little Boy Brown | Lippincott |
| Hoban, Russell and Lillian Hoban | Best Friends for Francis | Harper |
| Holdsworth, William Curtis | The Little Red Hen | Farrar |
| Joslin, Sesyle | What Do You Do, Dear? | W. R. Scott |
| Keats, Ezra Jack | A Letter to Amy | Harper & Row |
| Kesselman, Wendy | Angelita | Hill and Wang |
| Kessler, Leonard | Last One In is a Rotten Egg | Harper & Row |
| Kishida, Eriko | The Hippo Boat | World |
| Kotzwinkle, William | The Firemen | Pantheon |
| Lenski, Lois | Policeman Small | Walck |
| Lionni, Leo | Little Blue and Little Yellow | Aster-Honor |
| Mahy, Margaret | A Lion in the Meadow | Watts |
| Mannheim, Grete | The Two Friends | Knopf |
| Marino, Dorothy | Where are the Mothers? | Lippincott |
| Meyer, Renate | Vicki | Atheneum |
| Minarik, Else H. | Little Bear | Harper & Row |
| Minarik, Else H. | Kiss for Little Bear | Harper & Row |
| Ness, Evaline | Sam, Bangs and Moonshine | Holt |
| Oleson, Claire | For Pepita: an Orange Tree | Doubleday |

| Author | Title | Publisher |
|---|---|---|
| Reit, Seymour | Jamie Visits the Nurse | McGraw-Hill |
| Rey, Margaret and Hans A. | Curious George Goes to the Hospital | Houghton |
| Richter, Mischa | Geedyup and Friend | Harper & Row |
| Rockwell, Anne | Gypsy Girl's Best Shoes | Parents' |
| Sauer, Julia L. | Mike's House | Viking, Seafarer |
| Schick, Eleanor | Making Friends | Macmillan |
| Schick, Eleanor | Katie Goes to Camp | Macmillan |
| Schreiber, George | Bambino the Clown | Viking |
| Sharmat, Marjorie | Good Night Andrew, Good Night Craig | Harper & Row |
| Shay, Arthur | What Happens When You Go to the Hospital? | Reilly and Lee |
| Shire, Ellen | The Snow Kings | Walker |
| Sonneborn, Ruth | The Lollipop Party | Viking |
| Sonneborn, Ruth | Seven in a Bed | Harper & Row |
| Steptoe, John | Stevie | Harcourt |
| Swift, Hildegarde | Little Red Light-house and the Great Gray Bridge | Harcourt |
| Thayer, Jane | Where is Andy? | Morrow |
| Tresselt, Alvin | White Show, Bright Show | Lothrop |
| Udry, Janice M. | Mary Ann's Mud Day | Harper & Row |
| Udry, Janice M. | What Mary Jo Shared | Whitman |
| Udry, Janice M. | What Mary Jo Wanted | Whitman |
| Vogel, Ilse-Margaret | Hello Henry! | Parents' |
| Zion, Gene | All Fall Down | Harper |

| Author | Title | Publisher |
|---|---|---|
| Zion, Gene | Dear Garbage Man | Harper & Row |
| Zion, Gene | The Sugar Mouse Cake | Scribner's |
| Zolotow, Charlotte | My Friend John | Harper & Row |
| | SEAS, RIVERS AND OCEANS | |
| Amoss, Berthe | By the Sea | Parents' |
| Ardizzone, Edward | Little Tim and the Brave Sea Captain | Walck |
| Brown, Margaret W. | Sailor Dog | Golden Press |
| Brown, Margaret W. | Seashore Noisy Book | Harper & Row |
| Goudey, Alice E. | Houses from the Sea | Scribner's |
| Hodges, Margaret | The Wave | Houghton |
| Koch, Dorothy | I Play at the Beach | Holiday House |
| Kumin, Maxine | The Beach Before Breakfast | Putnam |
| Lenski, Lois | Little Sail Boat | Walck |
| Lionni, Leo | Swimmy | Pantheon |
| McCloskey, Robert | Time of Wonder | Viking |
| Morse, Samuel F. | Sea Sums | Little Brown |
| Schlein, Miriam | The Fisherman's Day | Albert Whitman |
| Tresselt, Alvin | Hide and Seek Fog | Lothrop |
| Van Leeuwen, Jean | One Day in Summer | Random |
| Zion, Gene | Harry by the Sea | Harper & Row |
| | SIZES AND SHAPES | |
| Allen, Robert | Things to See: A Child's World of Familiar Objects | Platt and Munk |

| Author | Title | Publisher |
|---|---|---|
| Bendick, Jeanne | Shapes | Franklin Watts |
| Berkley, Ethel S. | Big and Little, Up and Down | W. R. Scott |
| Blair, Susan | The Three Billy Goats Gruff | Scholastic |
| Borten, Helen | Do You See What I See? | Abelard |
| Bridwell, Norman | Clifford Takes a Trip | Scholastic |
| Bridwell, Norman | Clifford and Big Red Dog | Scholastic |
| Brown, Marcia | Once a Mouse | Scribner's |
| Budney, Blossom | A Kiss is Round | Lothrop |
| Bulla, Clyde R. | What Makes a Shadow? | Scholastic |
| Campbell, Ann | Start to Draw | Franklin Watts |
| Craig, Jean M. | Boxes | W. W. Norton |
| Emberley, Ed | The Wing on a Flea | Little Brown |
| Freeman, Mae | Finding Out About Shapes | McGraw-Hill |
| Greenaway, Kate | The Kate Greenaway Treasury | World |
| Hay, Dean | I See a Lot of Things | Lion Press |
| Heide, Florence | Benjamin Budge and Barnaby Ball | Scholastic |
| Johnson, Crockett | Harold and the Purple Crayon | Harper & Row |
| Kessler, Ethel and Leonard Kessler | Are You Square? | Doubleday |
| Kohn, Bernice | Everything has a Shape and Everything has a Size | Prentice-Hall |

| Author | Title | Publisher |
|---|---|---|
| Lionni, Leo | The Biggest House in the World | Pantheon |
| Martin, Janet | Round and Square | Platt and Munk |
| Matthieson, Thomas | Things to See | Platt and Munk |
| Rincoff, Barbara | A Map is a Picture | T. Y. Crowell |
| Samson, Anne | Lines, Spines and Porcupines | Doubleday |
| Schlein, Miriam | Heavy is a Hippopotamus | W. R. Scott |
| Schlein, Miriam | Shapes | W. R. Scott |
| Shapur, Fredun | Round and Round and Square | Abelard |
| Shaw, Charles | It Looked Like Spilt Milk | Harper & Row |
| Stacy, Don | Runaway Dot with a Line | Bobbs-Merrill |
| Ungerer, Tomi | Snail, Where are You? | Harper & Row |
| Victor, Joan B. | Bigger Than an Elephant | Crown Publishers |
| Wolff, Janet | Let's Imagine Thinking Up Things | E. P. Dutton |

SOUNDS

| | | |
|---|---|---|
| Borten, Helen | Do You Hear What I Hear | Abelard |
| Bright, Robert | Gregory, the Noisest and Strongest Boy in Granger's Grove | Doubleday |
| Brown, Margaret W. | City Noise Book | Harper & Row |
| Brown, Margaret W. | Country Noise Book | Harper & Row |
| Brown, Margaret W. | The Indoor Noisy Book | Harper |
| Brown, Margaret W. | Little Brass Band | Harper & Row |

| Author | Title | Publisher |
|---|---|---|
| Brown, Maria Joan | How Hippo | Scribner's |
| Elkin, Benjamin | Loudest Noise in the World | E. M. Hale |
| Emberley, Barbara | Drummer Hoff | Prentice-Hall |
| Ets, Marie Hall | Another Day | Viking |
| Evans, Mel | The Tiniest Sound | Doubleday |
| Flack, Marjorie | Angus and the Ducks | Doubleday |
| Gaeddert, Lou A. | Noisy Nancy and Nick | Doubleday |
| Gaeddert, Lou A. | Noisy Nancy Norris | Doubleday |
| Garelick, May | Sounds of a Summer Night | W. R. Scott |
| Grifalconi, Ann | City Rhythms | Bobbs-Merrill |
| Grifalconi, Ann | The Toy Trumpet | Bobbs-Merrill |
| Hoban, Russell | Henry and the Monstrous Din | Harper & Row |
| Horvath, Betty | Jasper Makes Music | Watts |
| Kuskin, Karla | All Sizes and Noises | Harper & Row |
| Low, Joseph | There Was a Wise Crow | Follett |
| Rand, Ann | Listen Listen | Harcourt |
| Rand, Ann | Sparkle and Spin | Harcourt |
| Showers, Paul | The Listening Walk | T. Y. Crowell |
| Sicotte, Virginia | A Riot of Quiet | Holt |
| Teal, Val | Little Woman Who Wanted Noise | Rand-McNally |
| Victor, Joan B. | Sh-h Listen Again: Sounds of the Seasons | World |

| Author | Title | Publisher |
|---|---|---|
| | TALKING ABOUT FEELINGS | |
| Anglund, Joan W. | Love is a Special Way of Feeling | Harcourt |
| Brown, Margaret Wise | Goodnight Moon | Harper |
| Cameron, Polly | The Cat Who Thought He was a Tiger | Coward-McCann |
| Cole, W. and T. Ungerer | Frances Face-Maker | World |
| DeRegniers, Beatrice Schenk | The Day Everybody Cried | Viking |
| Ets, Marie Hall | Bad Boy, Good Boy | T. Y. Crowell |
| Ets, Marie Hall | Just Me | Viking, Seafarer |
| Fenton, Edward | Fierce John | Holt |
| Francoise | What Do You Want to Be? | Scribner's |
| Freeman, Don | Dandelion | Viking, Seafarer |
| Goose, Mother | Mother Goose Book | Rand-McNally |
| Goose, Mother | Mother Goose Book | Renwell Products |
| Hitte, Kathryn | Boy, Was I Mad | Parents' |
| Hoban, Russell | Birthday for Frances | Harper & Row |
| Holland, Ruth | A Bad Day | David McKay |
| Kent, John | Just Only John | Parents' |
| Krasilovsky, Phyllis | The Very Little Boy | Doubleday |
| Krasilovsky, Phyllis | The Very Little Girl | Doubleday |
| Leaf, Munro | Boo, Who Used to be Scared of the Dark | Random House |
| Lesko, Zillah | Mother Goose | Whitman Books |
| Lexau, Joan M. | Benjie | Dial Press |
| Lexau, Joan M. | Benjie on His Own | Dial Press |
| Mayer, Mercer | If I Had | Dial Press |

| Author | Title | Publisher |
|---|---|---|
| Nodset, Joan L. | Go Away Dog | Harper & Row |
| Petersham, Maud | Box with the Red Wheels | Macmillan |
| Pierce, June | My Poetry Book | Wonder-Treasure |
| Preston, Edna Mitchell | Temper Tantrum Book | Viking |
| Rey, Margaret and Hans A. | Spotty | Harper & Row |
| Rice, Elizabeth | Jacki | Children's Press |
| Rudolph, Marguarita | Look at Me | McGraw-Hill |
| Scott, Ann Herbert | Sam | McGraw |
| Simon, Norma | What Do I Say? | Albert Whitman |
| Slobodkin, Lois | Magic Michael | Macmillan |
| Steiner, Charlotte | Jack is Glad, Jack is Sad | Knopf |
| Stone, Elberta H. | I'm Glad I'm Me | Putnam |
| Thompson, Vivian L. | Sad Day, Glad Day | Holiday House/ Scholastic |
| Udry, Janice | Let's Be Enemies | Harper & Row/ Scholastic |
| Viorst, Judith | I'll Fix Anthony | Harper & Row |
| Vogel, Ilse-Margaret | Don't Be Scared Book | Atheneum |
| Williams, Gweneira | Timid Timothy | Harper & Row |
| Zolotow, Charlotte | The Hating Book | Harper & Row |
| Zolotow, Charlotte | Someday | Harper & Row |
| Zolotow, Charlotte | Wake Up and Good Night | Harper & Row |

| Author | Title | Publisher |
|---|---|---|
| | TRANSPORTATION | |
| Alexander, Anne | ABC of Cars and Trucks | Doubleday |
| Brown, Margaret W. | Two Little Trains | W. R. Scott |
| Burton, Virginia Lee | Choo, Choo | Houghton |
| D'Amato, Janet | The Big Truck Book | Renwall Products |
| Ets, Marie Hall | Little Old Automobile | Viking |
| Flack, Marjorie | Boats on the River | Viking |
| Gergely, Tiber | Little Golden Fire Engine | Golden Press |
| Golden Shape Books | Boat Book (and others in series) | Golden Press |
| Gramatky, Hardie | Little Toot | Putnam |
| Holl, Adelaine | The ABC of Cars, Trucks and Machines | American Heritage |
| Kessler, Ethel and Leonard | All Aboard the Train | Doubleday |
| Kessler, Ethel and Leonard | Big Red Bus | Doubleday |
| Lenski, Lois | Little Train | Walck |
| Munari, Bruno | Birthday Present | World |
| Nicholas, Charles | Danny Driver | Golden Press |
| Scarry, Richard | Great Big Car and Truck | Golden Press |
| Schwartz, Julius | The Earth is Your Spaceship | McGraw-Hill |
| Seidon, Art | Trucks | Lion Press |
| Stevenson, Eric | Tony and the Toll Collector | Little Brown |
| Sturdi, Contour | Trains | Wonder-Treasure |

| Author | Title | Publisher |
|---|---|---|
| Tarcor, Edith | A Train for Tommy | Wonder-Treasure |
| Young, Miriam | If I Flew a Plane | Lothrop |
| Zaffo, George | Airplanes and Trucks and Trains, Fire Engines, Boats and Ships and Building and Wrecking Machines | Grosset and Dunlap |
| Zaffo, George | Big Book of Real Fire Engines | Grosset and Dunlap |
| Zaffo, George | Big Book of Real Trains | Grosset and Dunlap |
| Zaffo, George | Big Book of Real Trucks | Grosset and Dunlap |

WEATHER

| | | |
|---|---|---|
| Bonsall, George | Weather | Wonder-Treasure |
| Charlip, Remy | Where is Everybody? | Scholastic |
| Chonz, Salina | The Snow Storm | Walck |
| De Paola, Tomie | Joe and the Snow | Hawthorn |
| De Regniers, Beatrice and Pierce L. Schenck | Who Likes the Sun | Harcourt |
| Fisher, Aileen | I Like Weather | T. Y. Crowell |
| Francoise | The Big Rain | Scribner's |
| Franconi, Antonio | Snow and the Sun | Harcourt |
| Goudey, Alice E. | The Day We Saw the Sun Come Up | Scribner's |
| Hader, Berta and Elmer | The Big Snow | Macmillan |
| Hawkinson, Lucy | Days I Like | Whitman |
| Ipcar, Dahlov | Wild Whirlwind | Knopf |
| Iwasaki, Chihiro | Staying Home Alone on a Rainy Day | McGraw-Hill |

| Author | Title | Publisher |
|---|---|---|
| Keats, Ezra Jack | The Snowy Day | Viking |
| Kinney, Jean | What Does the Clouds Do? | Scott |
| Kuskin, Karla | In the Flaky Frosty Morning | Harper & Row |
| Merriam, Eve | Andy All Year Round: A Picture Book of Four Seasons and Five Senses | Funk and Wagnalls |
| Raskin, Ellen | And It Rained | Atheneum |
| Rice, Inez | The March Wind | Lothrop |
| Shulevitz, Uri | Rain Rain Rivers | Farrar |
| Welber, Robert | The Winter Picnic | Pantheon |
| Woodard, Carol | The Wet Walk | Fortress |
| Yashima, Taro | Umbrella | Viking, Seafarer |
| Zolotow, Charlotte | The Storm Book | Harper & Row |